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ABSTRACT

These 15 presentations are from a conference held to draw attention to the importance of countries bordering the Pacific Ocean and their contributions to continuing education. They provide perspectives on continuing education opportunities from the standpoint of programming, marketing, technology, and intercultural relations. Presentations include "The Future of the Asia/Pacific Region" (Victor Hao Li); "Culture-General Training for Overseas Experiences" (Kenneth Cushner); "What Do You Do after You Say 'Konnichi Wa'?: A Workshop in Intercultural Training for Businesses" (Kate Hinton, Virginia Brooks); "Must 'Forced Credit' Be a 'Complete Waste of Time'?" (Philip H. Steedman); "Offering a Non-Traditional Degree Program in Hong Kong" (Joseph B. Tucker); "Micronesia, the 'Heartland' of the Pacific Rim" (Ralph Bohn); "Distance Education: A Model for the Pacific Islanders" (Robert Hales); "Higher Education Initiatives in China using Television and Instructional Technology" (Donna George); "U.S.-Based Contract Programs for International Clients" (Ellen Long, Kathryn Mannes); "JOH XUSH NUSHLING (Again a Person I've Become in the Athabascan Tolowa Language)" (Tom Parsons); "The Ascendancy of Asia: The Pacific Community in the 21st Century" (Paul Edelson); "Office Automation without Tears" (Donna George, Barbara Van Dine); "Mega-Marketing: Implications for the Pacific Rim" (Jim Carruthers); "Exploring Trips: Science and Culture in Non-Traditional Settings" (Susan Thompson); and "Travel in the Pacific Rim: The Far East and the Not-So-Far East" (Louise Hirasawa). (YLB)

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REGION VI CONFERENCE

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THE PACIFIC CENTURY

OPPORTUNITIES AND CHALLENGES FOR CONTINUING EDUCATION

October 12-15, 1986

The Turtle Bay Hilton

Oahu's North Shore, Hawaii

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"More than one-half of the world's people live in the Asia Pacific region. This vast area, moreover, contains a sizeable share of the world's resources . . . Politically and strategically the world's major nations come into intimate contact in Asia, and here issues of global significance will be decided. In cultural and scientific exchanges as well, the center of gravity has unmistakably shifted to Asia. Recent acknowledgement of these developments by President Reagan and Secretary [of State] Shultz only serve to make public what we have long known: as far as the United States is concerned, the twenty-first century is its Pacific century."

Robert Scalapino
Director, Institute of East Asian Studies, University of California, Berkeley

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Dear Colleagues,

Enclosed is your copy of the compendium of papers presented at the 1986 NUCEA Region VI Conference "The Pacific Century: Opportunities and Challenges for Continuing Education".

You may recall that it was our intent that all participants would leave the conference with a heightened understanding of the importance of the Pacific Century and with practical ideas for capitalizing on the challenges and opportunities it brings to us as continuing educators. Based upon comments from many of you, these objectives were indeed attained and practical steps have been taken to place into motion programmatic activities as a result of this conference.

I hope that you were also able to strengthen relationships with your professional colleagues at the conference and that you remember the warmth and beauty of the Hawaiian islands and the most generous hospitality extended to us by Joe Choy of the University of Hawaii, Manoa and Napua TeNgaio of Brigham Young University, Hawaii and their staffs.

Best regards,

R. Edgar Retzler

R. Edgar Retzler
Conference Chair

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FOREWORD

The theme for the NUCEA Region VI Conference, The Pacific Century: Opportunities and Challenges for Continuing Education, was a particularly appropriate topic for our Region and time. Theodore Roosevelt's statement early in this century, that the Atlantic was the ocean of the past and the Pacific the ocean of the future seems swiftly coming to past, as global economic activity shifts from Europe to the Far East. As nations of the Pacific Rim grow in terms of population, education, and economy, so proportionately grow their political impact upon nations of the Western world.

The keynote address by Victor Hao Li, President of the East-West Center in Honolulu vividly and compellingly described this rapid growth process based upon abundant resources coupled with a major shift in cultural attitudes and political arrangements and despite regional and generational differences. He emphasized the need for the United States to heighten its knowledge of the societies, languages, and cultures of the Rim in order to most fully participate in and benefit from these dramatic changes.

The workshop and presentations effectively picked up on the theme, providing practical illustrations and applications for opportunities existing and developing for continuing educators in the Pacific Rim; this will be evident to you as you leaf through this documentation of our conference.

Executive Committee
Region VI N.U.C.E.A.

TABLE OF CONTENTS

"The Future of the Asia/Pacific Region".....3
Victor Hao Li, President, East West Center, Honolulu, Hawaii

"Culture-General Training for Overseas Experiences".....19
Kenneth Cushner, East West Center

"What Do You Do After You Say 'Konnichi Wa?': A Workshop in Intercultural Training for Businesses".....27
Kate Hinton, University of Nevada, Reno
Virginia Brooks, Consultant, Reno

"Must 'Forced Credit' Be a 'Complete Waste of Time'?".....34
Philip H. Steedman, University of Nevada, Las Vegas

"Offering a Non-Traditional Degree Program in Hong Kong".....43
Joseph B. Tucker, Ohio University

"Micronesia, the 'Heartland' of the Pacific Rim" (Degree Credit Programs in Micronesia).....50
Ralph C. Bohn, San Jose State University

"Distance Education: A Model for the Pacific Islanders".....55
Robert L. Hales, Brigham Young University

"Higher Education Initiatives in China Using Television and Instructional Technology".....59
Donna George, California State University, Long Beach

"U.S.-Based Contract Programs for International Clients".....65
Ellen M. Long, The American University
Kathryn J. Mannes, The American University

"JOH XUSH NUSHLING (Again a Person I've Become in the Athabascan Tolowa Language).....82
Tom Parsons, Humboldt State University

"The Ascendancy of Asia: The Pacific Community in the 21st Century.....83
Paul Edelson, State Universityof New York at Stony Brook

"Office Automation Without Tears".....85
Donna George, California State University, Long Beach
Barbara Van Dine, California State University, Long Beach

"Mega-Marketing: Implications for the Pacific Rim".....92
Jim Carruthers, University of California, San Diego

"Exploring Trips": Science and Culture in Non-Traditional Settings.....100
Susan Thompson, University of Nevada, Las Vegas

"Travel in the Pacific Rim: The Far East and the Not-So-Far East".....106
Louise M. Hirasawa, University of Washington

THE FUTURE OF THE ASIA/PACIFIC REGION

by
Victor Hao Li, President
East-West Center
Honolulu, Hawaii

I. THE PACIFIC AGE

Today, I would like to explore the future of the Pacific with you. But before trying to look into the future, let me make some points about the past and present.

Think back a quarter century. Asia and the Pacific was a very different world then. In 1960, the seeds for Japan's economic and technological explosion were just being sown; South Korea was regarded as one of the world's poorest countries, with little prospect for economic development; and Australia was a European country that was misplaced in the South Pacific. Cold War tensions between the United States and the People's Republic of China cast a pall on the international politics of Asia; and the future partners of the Association of Southeast Asian Nations--ASEAN--were still almost strangers to each other, and at times also adversaries.

In 25 years, the region has undergone a true transformation. Throughout this period, most of the countries of East and Southeast Asia have been growing at rates unmatched by any other region in the world. The resurgence of Japan from the destruction of World War II to become a world industrial power is well-know. But in addition, for much of the 1970s, while the United States and Europe were moving along at sluggish growth rates of 3% or less, the economies of South Korea, Hong Kong, Taiwan and Singapore were expanding at nearly 10% annually, introducing a new term into the economic lexicon--the Asian newly industrialized countries, or Asian NICs. Four other countries belonging to ASEAN--Indonesia, Malaysia, the Philippines (despite its present problems) and Thailand were not far behind, and are likely to be the next generation of NICs--we might call them the "near-NICs. After two decades of relatively slow growth, China has changed its economic policies and, in recent years, has done extremely well.

In 1960, East and Southeast Asia produced 11% of the gross world product, compared to 36% for North America. By the end of this century, even taking into account the economic slowdown of the past two years, the East and Southeast Asian share will increase to over 20%, and will be approximately equal to those of North America and of Western Europe.

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* I gratefully acknowledge the insights and information provided for this article by Dr. Seiji Naya, Director of the Resource Systems Institute of the East-West Center and former chief economist at the Asian Development Bank.

In political terms, despite the turmoil in Indochina, the Asia/Pacific region has been quite stable. This is certainly true in comparison with the situations in the Middle East, Latin America and Africa. Indeed, it is this political stability which has provided the foundation for the Asia/Pacific region's economic growth.

I do not mean to suggest that the region is not facing some serious problems. Economic performance throughout the entire region has been uneven in the mid-'80s, with the Philippines and Singapore suffering declines. The drop in crude oil prices and the sizeable increase in OPEC's downstream capacity have damaged oil exporting or refining countries such as Indonesia, China, Singapore and Malaysia. More fundamentally, any significant rise in protectionist sentiment or disruption of the international trade system will strike at the heart of a region whose economies are based on interdependence.

There also are political problems which must be dealt with: the Indochina conflict; Korea; political succession, not just in the Philippines but also elsewhere; the Taiwan question; and the longer term regional impact, both political and economic, of an increasingly strong China. Moreover, great power contention in the Pacific is likely to grow in future years. I will return to some of these issues shortly.

Yet despite this array of obstacles, I remain strongly optimistic that we are witnessing the coming of the "Pacific Age," where many of the key global developments, especially on economic matters, will shift from the Atlantic to the Pacific, and from North America and Europe to Asia.

The region possesses abundant resources with which to fuel future development: petroleum and coal, hydropower, minerals, and a tropical climate ideal for agriculture. Perhaps more important are the human resources. Education is rapidly improving, both in advanced specialized areas and for the general public. From cultural and other factors which we do not fully understand, the people of the region are generally industrious and disciplined; for example, they save an extraordinary percentage of their income--well over 20% in the region as a whole.

Persons in leadership positions, both at the national and the enterprise levels, have proven to be quite capable. They conceptualized and carried out the export-led eceonomic development strategies on which the remarkable growth of the region has been based. They helped bring prosperity to the NICs, all four of which lack natural resources.

The combination of natural resources, human talents, cultural confidence, and the sheer force of momentum will, I believe, begin to bring about the Pacific Age. The problems mentioned earlier are difficult, but they can be managed, if not resolved.

For the United States, the Pacific has become immensely important to our well-being and future prosperity. Over the past 15 years, trade between the United States and the Asia/Pacific region increased tenfold, now amounting to about $200 billion, readily exceeding comparable trade with Europe. Capital flow across the Pacific is more than ten times that figure. American investments in the region now exceed $30 billion, and there is over $20 billion in Asian investments in the United States, mostly from Japan. All these trends are likely to accelerate in coming years.

On political matters, the United States and the Asian countries sometimes disagree. But taken as a whole, the degree of cooperation and mutual support is extraordinarily high among ASEAN, the NICs, Japan and the United States. Similarities in values and national interests make this group of nations a fundamental anchor for the future stability and growth of the world.

If we are to remain dynamic and to grow in the next century, whether as a nation or as individual companies, I think we must strengthen and broaden our ties with the world's most dynamic and fastest growing region. The exhortation of an earlier day to "look West" still applies, although this time even further West until we reach the East.

II. FUNDAMENTAL CHANGES

My preceding remarks have focused on the extraordinary economic growth of the Asia/Pacific region. But there is an even more fundamental phenomenon developing, for which economic growth provides the fuel.

A. New Roles for Japan and China

I believe that a major change of political arrangements and cultural attitudes is taking place in Asia, a shifting, if you will, of the political tectonic plates that were frozen in place after World War II and the end of the colonial era. The most important immediate question for the region is what will be Japan's role--political as well as eceonimc--in a "post-post-war" world where it is no longer a latecomer and follower but rather a leader and innovator across a broad front. Given the history of the past century, this search for a new national identity or character will be difficult and uncomfortable, especially within Japan but also for the entire region. We may be unable to predict the final outcome; but it is indisputable that the Japan of ten years from now will play a very different role in the world than the Japan of the post-war period.

China is undergoing a similar soul-searching process as it enters the "post-revolution" period, referring to both the 1949 revolution and the Cultural Revolution. Domestically, the present eceonomic changes, if carried forward, will have

profound social effects. Internationally, the Sino-Soviet alliance of the 1950s has completely broken down, and China is now seeking to establish fundamentally new political and economic relations with all its neighbors. The "de facto alliance" between the United States and China has cooled, but great possibilities remain for the future. A number of Southeast Asian states view China's emergence in the international arena with mixed feelings: glad that the period of isloation and strained relations are over, but concerned over possible future efforts by an increasingly strong China to influence events in the area.

And a few more years down the road, one might ask similar questions about the new roles for other regional giants such as India or Indonesia.

B. Generational Change

A major aspect of the tectonic plate shift involves a sweeping generational change of leadership throughout the Asia/Pacific region. This process will be most evident at the very top since a number of long-established Asia/Pacific governmental leaders will pass from the scene over the coming decade. A leadership change recently occurred in the Philippines, and other countries where new leaders are taking over include China, both Koreas, Taiwan, Burma, Indonesia, Singapore, the United States, and Vietnam.

Below this highest level, new leadership elites in their 30s and 40s already are assuming positions of responsibility throughout the region in governments, business corporations, social and cultural organizations, and the professions. This process will be accelerated in government by the changes at the top; it is occurring rapidly in the private sector in part because of the demand for new technical and managerial skills in Asia's rapidly modernizing economies. For the United States, the rapid growth in relations with the Asia/Pacific region creates a major challenge in developing the capability to understand and relate to the region's new leadership.

Although there is no uniform regional pattern, the new generation clearly is different from the preceding one--in diversity of social background, formative experiences, professional training, attitudes, and priorities. The older generation emerged from World War II and the national independence movements to begin the process or nation-building; many had military backgrounds. The new generation, although better educated (often in home institutions), is not necessarily more cosmopolitan than their predecessors. their educational training has frequently been highly focused in their own fields rather than broadly interdisciplinary. Similarly, their international contacts are often largely confined to people in their own professions of fields. Interestingly, I

believe that many of these new leaders will be more willing to question Western models which had been accepted by their predecessors, and more inclined to assert traditional cultural values and ways of doing things. It is important to stress that we in other countries do not know a great deal about this upcoming new generation of leaders, much less how to deal effectively with them.

III. SEVERAL ISSUES FOR THE FUTURE

Let me touch upon a number of major issues which are likely to arise in the future. The list is by no means eshaustive. I will begin with some resource issues to illustrate the fact that despite rapid growth this past quarter century, some serious economic problems loom ahead. I then will deal with several country-related problems.

A. Population

At present, 2.7 billion people live in the Asia/Pacific region, or slightly more than half of the world's population. Even though population growth rates are declining, population in absolute terms will continue to increase for many years. Thus, using fairly conservative growth estimates, and additional 1.4 billion people will be added by the end of another quarter century. that is a number so large that I can hardly comprehend it. Yet, one must ask how will this number of people be housed and fed, much less employed, educated, and inspired? The failure to do any of these things will lead not only to individual human misery but also disaster for entire societies.

The question goes beyond the absolute number of people. While our images of Asia are still basically rural, in fact the region is undergoing rapid urbanization. Again using fairly conservative estimates, a combination of rural-to-urban migration plus increased urban births will lead to 900 million more urban dwellers at the end of a quarter century than there are now. That is the equivalent of 100 new Los Angeleses or Tokyos. Where will they be located? How will water, food, and transportation be provided? And if we are talking about 100 new Los Angeleses over a couple of decades, mustn't we start laying the sewer lines and other infrastructure now?

India, which presently has 130 to 140 million urban dwellers, will have half a billion by the year 2000. Korea, already more than 70% urban, will reach something like 94% by 2010, becoming for all practical purposes a totally urbanized and industrialized society. Japan could become, in effect, a single super-city. Even more disturbing is the prospect of Java in Indonesia as another super-city, but without Japan's capacity to cope economically.

Looking further at these population figures, 25 years from

now the work force in Asia will increase by 550 million; that is how many more new jobs to be created. Put another way, the developing societies of Asia have too many young people entering the labor force for the number of jobs available. This is true even in countries such as China which has cut population growth rates drastically by adopting a "one-child family" policy. I have no doubt that a direct consequence of insufficient jobs and inadequate opportunities will be social unrest.

At the other end of the spectrum, an againg or graying population also will be a problem. In the United States, Japan, and a number of other countries, about 25% of the population will be over 65 years old; this major drift in the dependency ratio will require an enormous readjustment of social security, wage structures, housing, education, and the like.

B. Water

Another critical issue concerns water, or rather the lack of it. In the next couple of decades, the shortage of water may rival in seriousness the shortage of energy in the 1970s.

Although in absolute terms, the water resources of Asia are abundant, their distribution in time and space is very uneven. In the humid, monsoon regions of South and Southeast Asia and China, 70% to 80% of precipitation comes within a two- to three-month period, often causing severe flooding. Other large areas of South Asia, from western India through Pakistan, Afghanistan and Iran, and much of west and north China receive very little water at any time of the year. In addition, high rates of erosion from natural processes and human land uses lead to large volumes of sedimentation with adverse effects in major rivers such as the Ganges and Brahmaputra in South Asia and the Yangtse and Yellow in China, as well as in the many small streams in Java. Human occupancy has also led to sever pollution of surface waters, depletion of groundwater aquifers, and increasing salinization of agricultural lands and coastal zones.

These adverse natural conditions, combined with the heavy pressure on available land and water resources coming from rapidly increasing population and economic activity, have led over the past 30 years to the construction of large-scale water development works at massive cost. These programs resulted in a great expansion of irrigation, which in conjunction with the technological advances of the "Green Revolution," helped substantially increase agricultural production over the past two decades in such countries as India, Thailand, and Indonesia.

Although the achievements of these large-scale water

development programs were sometimes impressive, the overall results leave on gravely concerned about the future. For example, during this period, urban and rural water supply projects barely kept pace with increases in populuation, while rural and urban-based water pollution has actually worsened. In addition, the effectiveness of many projects has been drastically reduced by sediment coming from the upstream watershed filling reservoir storage space and clogging hydroelectric and irrigation works. The loss in monetary terms amounts to many billions of dollars. Future investments in the water area will require even more billions.

China aptly illustrates the water problems faced by countries in this region. Over several millenia, preoccuption with water and waterworks have led some scholars to describe China (and South Asia) as "hydraulic civilizations." precipitation patterns plus deforestation have led to periodic catastrophic flooding such that the Yellow is commonly called "China's Sorrow." (The Yellow River is aptly named; it is not a ribbon of flowing water, but rather a light yellow colloid of sediment and mud.)

In the contemporary context, China is encountering a serious shortage of water, particularly in the northern and central regions. I believe the water problem is already beginning to limit agricultural production growth. Urban water supply also is becoming precarious. In the Beijing/Tianjin area, for example, underground water table levels have dropped by substantial amounts the past several years.

Overcoming these problems will require massive waterworks projects to control the Yellow River and other rivers. the proposed Three Gorges Dam on the Yangtse will require the relocation of half a million people. These efforts would take several decades and many, many billion dollars of capital. How will this physical limitation affect future economic growth, and where will the needed capital investment come from?

C. <u>China</u>

Dramatic changes in economic and political policies have been instituted in recent years. Six years ago, Chinese leaders set the target of quadrupling industrial and agricultural production by the year 2000 so that personal income will reach a level of about $1,000 per capita. Can this ambitious goal be attained?

When the reforms were first introduced in the late 1970s, some observers were skeptical that the changes could be readily implemented. For one thing, the political pendulum has swung several times from left to right and back again over the past three decades. Undoubtedly, there will continue to be a pull to the left in China for years to

come. In addition, some wondered whether the effort to make massive changes in the economic system in a short time would overtax that society's management capability, leading to, among other things, serious inflation, production and distribution bottlenecks, etc.

In the past several years, it has become increasingly difficult to remain very skeptical about the reforms. The economy has been growing at an overall rate which will produce a quadrupling of the 1980 level of income well before the year 2000. The introduction of much greater material incentives has increased production in both agriculture and industry. Management problems have arisen, especially in the industrial and commercial sectors, but do not appear to be insurmountable. Most important of all, an orderly transition of power is well underway to a young and able group of leaders holding values similar to Deng Xiaoping.

Nevertheless, the initial concerns mentioned above about the long-term viability of the present eceonomic policies are still present. The process of solving these problems has begun, but is by no means completed.

Let me briefly cite several examples, or rather, ask some questions. About half of the members of the Chinese Communist Party joined the party around the Cultural Revolution, presumably because they were the most radical activists. Despite subsequent political changes, almost all these persons have remained in the Party and are now rising to middle level rank. How do they feel about the current "moderate" policies? I do not really know. Undoubtedly, many were disgusted by the outcome of the Cultural Revolution and repudiated their former radical ideas--a whole generation of Jerry Rubins and Eldredge Cleavers. But how many are taking a wait-and-see position on the new positions? And if these policies falter, will such persons try again to reassert the visions of their youth?

There is a variant on this theme. As Western observers, we talk to or read about the losers in the Cultural Revolution who are the winners under current policies. But we do not see the winners in the Cultural Revolution who are the losers under current policies--for example, a former Red Guard whose activism and political skill enabled him to advance in earlier years, but who now lacks the education and technical knowledge to function as effectively as recent college graduates. How do such people feel about current policies?

On the economic side, inflation is bewcoming a serious problem. The official inflation rate is about 8-9%, but some unofficial estimates are much higher. How will government employees and urban workers, whose wages generally remain fixed except for some subsidies, cope?

I do not want to overstress the difficulties China must overcome in its efforts to modernize. It has been doing very well in recent years. Moreover, it is very important to the future well-being of the United States and of the region as a whole that China's current efforts succeed. But even as we make these observations, we should not overlook the real problems still ahead.

D. The NICs and Near-NICs

Much of the current criticism of the Western countries about the world trade system is directed against Japan for the barriers it maintains against foreign imports and, to a lesser extent, for its aggressive export activities. But the NICs and the near-NICs are not going to escape unscathed in this struggle. For one thing, almost all the same criticisms can be made against these countries: protection of domestic industries, exclusion of foreign competition, subsidizing of exports, etc.

More fundamentally, having based their growth on outward looking export-oriented strategies, the NICs and near-NICs countries are now extremely sensitive--and highly vulnerable--to international economic and political developments.

Consider what happens if the trade dispute between the United States and Japan continues to escalate and the international trading system is disrupted. For the United States where export of goods and services is about 8% of the GDP, such a development would be troublesome and painful. Japan, whose exports are about 14% of the GDP, would suffer more damage.

But for Singapore where export of goods and services is 175% of GDP, or Korea, Taiwan and Malaysia where such exports are about 50% of GDP, or even the other Southeast Asian countries where the comparable ratio is about 25%, trade issues are not marginal matters producing greater or lesser prosperity. Even a moderate disruption of the trade system can affect the very existence of a government.

This is not to say that the NICs and near-NICs do not need to make some changes. Yet even as these countries make adjustments, it is vitally important that the two giants in the arena--the United States and Japan--be extremely careful not to allow their bilateral struggles to spill over to all of Asia, upsetting economic efforts of several decades and ultimately undermining the region's highly valued political stability.

Let me cite just one example. Complaints about Japanese "unfairness" in trade matters helped fuel protectionist sentiments and led to the passage of the Jenkins bill (which President Reagan vetoed) placing quotas on textiles and shoe

imports. Ironically, Japan produces virtually none of these products, but the bill would have devasted the economies of several other Asian countries such as Thailand and the Philippines.

Besides making some changes in trade and investment policies, the NICs and other ASEAN countries will also have to make some psychological and political adjustments--part of their political tectonic plate shift. They can see that growing protectionist sentiments in the developed countries can have disastrous effects on the economies of the developing Asian nations, especially since these economies are so highly export oriented. Outside of arguing and complaining, however, there is not much the developing Asian countries can do to stem the protectionist tide. In that sense, their national lifelines are held partly by outsiders--always an unpleasant situation to acknowledge.

Domestically, the NICs and near-NICs have relied upon substantial and continued economic growth to provide the wherewithal for dealing with some serious and fundamental social problems concerning allocation of political power--in Korea and Taiwan, for example, ethnic relations--in Malaysia, for example, uneven distribution of income and access to opportunity--in the Philippines, for example, etc. If economic growth slows or declines for a substantial period, as may occur in several ASEAN countries, then these underlying social problems may fester.

E. United States and Japan

Both sides recognize that a $50 billion deficit is intolerable. How to solve this problem is much more difficult.

The United States has urged Japan to reduce various tariff and non-tariff barriers to imports, and Japan has been responding positively, although slowly. The United States also is seeking "open access" to domestic Japanese markets, hoping that in this way sales of American products will greatly increase.

Certainly, "open access" everywhere is a desirable goal is a logical extension of the principles of free trade and reciprocity. At the same time, we should not expect too much from "open access."

First, Japan's tariff rates and quota restrictions already are low overall when compared to those of other developed countries. In any case, further reductions will not substantially change the current situation. One U.S. Department of Commerce estimate suggests, for example, that if all barriers to American imports were removed--an unlikely scenario--American sales to Japan might increase by $10-$12 billion a year--still leaving an intolerably huge

deficit.

Put another way, a large proportion of the barriers American sellers face is cultural, rather than legal or political. "Open access" allows Americans to confront the barriers, but does not remove the barriers. For the latter to happen, from the American side, we must learn much more about Japanese society and culture, in the same way that so many Japanese businessmen and students have learned about the United States.

I am sorry to say that I do not believe such an educational process is being adequately implemented in the United States. For example, in 1983 only 16,127 American college students were studying Japanese, and most of these for only two years or less. At that rate, we will never reach the point where meetings and conferences can be held in Japanese or where an entire cadre of American businessmen and government officials can deal comfortably and knowledgeably with Japan.

I think that the opening of access to Japan without a concomitant broad long-term educational program in the United States about Japan will not help to reduce the deficit significantly. Within a short time will come new recriminations on how Japan is still withholding its markets.

At the same time, Japan simply must make some changes, and do so quickly. Patience in the United States, Europe and other parts of Asia is wearing quite thin. Despite its large population and huge economy, Japan is only a limited market for manufactured goods and processed products from other countries. For example, the NICs and near-NICs export four times more manufactured goods to the U.S. than to Japan. Whatever the causes, it is clear that a serious problem exists with respect to Japanese imports of foreign goods.

Obviously, efforts should continue to be made to liberalize Japanese import practices. But a broader solution to this problem may lie in a more fruitful and hopeful direction. As has often been pointed out, a two-pronged approach is needed. In the United States, we simply must reduce our budget deficit. This will reduce interest rates and strengthen the long-term effort to maintain a lower yen-dollar exchange rate.

At the same time, Japan can stimulate economic demand by substantially increasing investment in domestic social infrastructure in areas such as housing and transportation which have been much neglected. This investment will increase the demand for foreign imported products needed to build and sustain the infrastructure. Admittedly, this strategy has a definite inflationary risk, but I believe the

risk is manageable in view of Japan's high savings rate. Also admittedly, the Japanese people will have to change some cultural attitudes about life-style. Such change is always difficult, but I think it would be welcomed by many, especially among the younger generation. At present, Prime Minister Nakasone is beginning to espouse such a domestic investment strategy although he faces strong resistance from many quarters and he is moving very cautiously. I think the United States should strongly encourage this effort, rather than simply seeking to lower tariff and quota barriers which already are quite low, or demanding "open access" to markets the cultural barriers to which we cannot readily penetrate.

F. Strategic Issues

During the past several decades, most of the conflict in the Asia/Pacific region was centered around Northeast and Southeast Asia. During this time, Japan has played only a relatively small role in regional security issues. China was engaged in armed conflict all along its borders--involving Taiwan, Korea, India, the Soviet Union and Vietnam. Its strategic role was defined by its proximity to the Soviet Union and by its location in the heart of Asia.

In the next decade or two, many problems will continue. I will not discuss here the continued Soviet expansion into the Pacific and Indian Oceans; we already see the build-up of Cam Ranh Bay and the increased political and economic activities by the Soviet Union (and Cuba) in the South Pacific.

Instead, let me focus on the changing situation in Northeast Asia. I think we are past the point where a preemptive nuclear strike by the Soviet Union against China is likely or possible. Moreover, a sino-Soviet land war is likely to lead to stalemate, a development which becomes more certain with each passing year. At the same time, improvements in Japanese and Korean air and naval forces will make it more difficult for the Soviet Union to rely on Vladivostok as the primary point of origin for massive military activity, especially aggressive activity, in the Pacific. I also believe that the Korean peninsula will quiet down after Kim Il Sung has died and succession has settled.

All this leads to the following hypothesis. A stategic stalemate in Northeast Asia--because of China on land and Japan and Korea at sea--will shift the focus of superpower contention elsewhere. On the naval front, Cam Ranh Bay will increase in importance. Japan will play an increasingly important role in security matters out to a thousand miles, and eventually beyond to Indonesia and Malacca.

The new focal point of contention may be Southwest Asia and the Arabian Sea. That is, the Soviet Union can threaten Middle Eastern shipping lines not by controlling the China

Sea area, but rather by a thrust from Afghanistan (or possibly Iran) through Baluchistan to the Arabian Sea.

Under such a hypothesis, the United States would face a difficult military situation. Diego Garcia is our only base in the region. There also are no other convenient places for the forward positioning of materials.

One possible counter to the soviet position is to provide strong military and other support for Pakistan. The particularly interesting point is that this support would be forthcoming from both the United States and China, each for their own strategic reasons. Thus, U.S.-China cooperation on strategic issues may occur not within China itself but rather in Pakistan. Needless to say, such a development would greatly perturb India.

I should add a word about Taiwan, an issue almost always overlooked in discussions such as this. At present, relations between China and Taiwan are proceeding as well as can be expected. Despite occasionally harsh words from both sides and the continued PRC refusal to renounce the use of force, in fact no conflict has taken place for quite awhile. On the contrary, indirect trade and other forms of indirect contact are increasing at a very rapid rate. Other developments such as the adoption of the "Olympics formula" by Taiwan and the recent return of the hijacked 747 show that some kind of satisfactory coexistence is possible. At the same time, the adoption of the "one China-two systems" formula for Hong Kong suggests that something similar might be worked out for Taiwan.

Despite this progress, I still feel considerable concern that the "Taiwan question" can erupt once again, with attendant serious consequences for U.S.-China relations. If tensions increase, they will spring not from strategic or foreign policy considerations, but rather from internal political dynamics occurring separately in Taiwan and in the PRC.

Within Taiwan, the major factor is that the leadership of the central government is getting very old. Not only is President Chiang Ching-kuo elderly and in poor health, but the vast majority of the members of the Legislature and the National Assembly are well over 70 years in age. Obviously, they will soon be replaced by a new generation.

The specific political problem is that most of the members of these two national bodies were elected in 1947 when the Republic of China government was still on the mainland. These persons have not stood for reelection since that time. As they die off, some seats might be filled by "alternates" appointed from the same region. But there obviously will be an increasing clamor from the population of Taiwan for far greater representation.

Incidentally, this circumstance explains in large part why it is so difficult for the Taiwan government to cease claiming to be the government of all China. Such an adjustment, while fully in accord with reality, would remove the basis of legitimacy for many officeholders in the central government.

A combination of factors--the passing of the old generation, the island's great economic and educational achievements, and growing international scrutiny--has created a political atmosphere in Taiwan that calls for a change. And, indeed, there has been a growing call within Taiwan for a redistribution of political power to more accurately reflect the realities of the island.

What might happen as the redistribution takes place? A majority of the population on Taiwan, about 85%, are people who came from the mainland of China to Taiwan several hundred years ago. The remainder came from the China mainland in 1949. For the first group, while they do not deny in any way that they are Chinese, the draw of China itself as the "homeland" is certainly weaker than for the second group. At the same time, the people on Taiwan have achieved very high economic levels and are anxious to preserve this in the future. Many fear that reunification with China will damage the Taiwan economy. Reassurances given by the PRC have not proved sufficient so far.

Adding these factors togethr, one would not be surprised at a growing call for "separate existence" of Taiwan apart from the mainland--something that goes beyond autonomy but is not quite independent sovereignty. Obviously, this is a direction which is unacceptable to China.

Within China itself there is also a political dynamic. As discussed earlier, although current governmental policies are receiving great support, there also may be important areas of dissatisfaction and resistance. It is difficult, however, for this group of potential "dissidents" to coalesce on an economic or other domestic issue. On the other hand, foreign policy matters can often unite a country. The "Taiwan question" is fraught with emotion and strongly felt by most people in China. Moreover, it would be nearly impossible after decades of powerful rhetoric for any Chinese leader to suggest a policy other than reunification. Indeed, pressing for immediate unification may be the best means "dissidents" have to undermine China's foreign relations, and ultimately China's domestic policies.

IV. THE UNITED STATES AND THE PACIFIC

Finally, let me make some general comments about the United States and the Pacific. The United States has major psychological or cultural barriers to overcome in developing its

relations with Asia. Being a large continental country, over the years the United States had basically looked inward in seeking to solve its problems and meet its needs. When we did turn outward, we generally looked in the direction of Europe--a perfectly understandable fact for a society whose cultural and ethnic roots are essentially European. With that kind of national orientation, Asia and the Pacific were distant places, both physically, and perhaps more important, distant psychologically. These distances were further aggravated by differences in language and culture that made communication more difficult.

In recent years, a great deal has obviously changed. As Asia's economic and political importance has grown, far more national attention in the United States is being turned toward that region. Senior American government officials now frequently visit Asia and the Pacific. Corporate activity has increased even more dramatically. Academic studies have expanded. Newspaper and other media coverage of Asian news has improved.

That is the good news about Asia and the Pacific, a place of opportunity and excitement. Now the bad news: our capacity for dealing with this region is very poor indeed. We are well beyond the stage when Senator Kenneth Wherry said in the 1930s that "With the help of God, we will lift the city of Shanghai up and up, until it is just like Kansas City." But we have a long way to go before we really can deal effectively with Asia and the Pacific.

Let me cite the example of just one key area: knowledge of Asian languages. The number of people studying Japanese in the United States is about the same as the number in Australia--a country of only 16 million population. That is a national scandal. Until 1980, interpreters for discussions between American Presidents and their Chinese counterparts were provided by the Chinese side, apparently because we had none. If that is the situation for Japanese and Chinese, two languages the study of which the federal government supported, think how much worse the situation is for Thai or Indonesian or Urdu.

Language is an obvious problem. As has been repeated in many places, few Americans know foreign languages despite our overall high level of education. Even more alarming is the fact that the rate of high school and college students studying foreign languages is dropping sharply. We seem to rely on the fact that the educated elite of other countries are learning English to an increasingly greater degree.

This is a mistake. For one thing, elites change, perhaps as part of the tectonic plates shifting, leaving us unable to communicate with a new group of non-English speakers. An obvious example is when we found there were no speakers of Farsi in the embassy taken by the Iranian revolutionaries. In addition, we tend to grossly overestimate how far we can get dealing only in English. After all, key people such as Nakasone and Deng do not use English.

Is it any wonder then, that the United States has difficulty penetrating foreign markets? We do not speak the most important language of all for this purpose, the language of the customer.

The issue goes beyond simply being able to speak another language; the very learning of another language pushes us to learn about another culture's values and problems. Our depth of knowledge about the region is inadequate. Theory Z and Japan As No. 1 are fine books, but they really do not tell enough about what are the cultural factors contributing to the remarkable growth of Japan. Even after the debacle in Iran, we know almost nothing about the religious factors influencing developments in the giant Islamic arc swinging from Pakistan through Bangladesh, Malaysia, and Indonesia. Our newspapers and television stations carry little Asian news. Primary and secondary school texts hardly refer to the region. Occupants of high government offices and corporate boardrooms tend to be unfamiliar with the region.

Our schools and universities are now training some people who are knowledgeable about the Pacific, but in numbers far too small and often in ways lacking excitement and imagination. The net result is that the gap between our national need to deal with Asia and the Pacific and our national capacity to do so is widening rather than narrowing.

One of the major national tasks of the next several decades is to bring about a new national consciousness about the Pacific, and with that, a generation of men and women of the new Pacific who can deal effectively with the region and in the region. This is the effect of the tectonic plate shift for the United States.

There are no quick fixes to the problem. What is needed is a long-term commitment to an educational process, augmented by a series of shorter term arrangements, which will turn the face of the United States towards the Pacific and the Pacific Age.

Culture-General Training for Overseas Experiences

Kenneth Cushner
East West Center

This is indeed the Pacific Century. You will continue to hear this statement made throughout the conference. Each of you plays an integral part in this reality, as it is through much of your efforts that others can learn about and experience our Pacific neighbors.

You are, obviously, all aware of the importance that people-to-people programs and interpersonal interactions across cultural boundaries play in the reduction of stereotypes, in increasing understanding of others, and basically in bringing the people of the world closer together. But positive outcomes are not necessarily guaranteed merely because culturally-different people come face-to-face with one another. The circumstances must be right. Key to the success of cross-cultural interaction is a readiness to receive the other in such a way that individuals are sensitive and aware of cultural similarities and differences that potentially affect cross-cultural interaction.

You are providing the opportunity for individuals to have experiences across a variety of national and cultural groups, both throughout the Pacific region and at your hone institutions. To think that you might develop culture-specific training programs to prepare your participants for the possible interactions they might have in each of the specific programs you offer is probably expecting too much. The number and diversity of cultural groups which could conceivably interact in the Pacific region alone is quite extensive; between the Eastern cultures of Japan, China, Korea; the diversity of Southeast Asians, the various Pacific Island groups; the Western nations of Australia and New Zealand; the various ethnic and cultural groups of the U.S.A. and Canada; not to mention the fact that South America, too, borders the region.

Cross-cultural training programs have demonstrated the ability to bring about changes in people's cognitive processes, in their affective reactions toward culturally-different others, and in their behavioral repertoire. This has been accomplished with such success that trained individuals demonstrate such characteristics as increased knowledge about other cultures and about the process of cross-cultural adjustment; a decreased tendency to stereotype in a negative way; they report increased enjoyment and ease when interacting with hosts and with their overseas experience; increased feelings that one is working efficiently with hosts; and easier adjustment to the changes and the stresses to living in another culture. Greater task effectiveness is also reported as a direct result of cross-cultural training and preparation prior to an intercultural experience.

People benefit from cross-cultural training simply because people have different ways of defining and acting within their world. Those who expect to interact extensively with people from other cultural backgrounds have a better chance of successful interaction if they understand this basic fact. I would like to tell a story here that I believe captures one of the basic differences within any cultural group. The story is from John Fowles The Magus, and it is titled "The Prince and the Magician." It begins as most stories do:

The Prince and the Magician

from The Magus by John Fowles

Once upon a time there was a young prince who believed in all things but three. He did not believe in princesses, he did not believe in islands, and he did not believe in God. His father, the king, told him that such things did not exist. As there were no princesses or islands in his father's domain, and no sign of God, the prince believed his father.

But then, one day, the prince ran away from his palace and came to the next land. There, to his amazement, from every coast he saw island, and on these islands, strange creatures whom he dared not name. As he was searching for a boat, a man in full evening dress appeared along the shore.

"Are those real islands?" asked the young prince.

"Of course they are," said the man in full evening dress.

"And those starnge creatures?"

"They are genuine and authentic princesses."

"Then God must also exist," cried the prince.

"I am God," said the man in evening dress, with a bow.

The young prince returned home as quickly as he could.

"So, you are back," said his father, the king.

"I have seen islands, I have seen princesses, and I have seen God," said the young prince reproachfully.

The king was unmoved. "Neither real islands, nor real princesses, nor a real God exists."

"I have seen them," said the prince.

"Tell me how God was dresses."

"God was in full evening dress."

"Were the sleeves of his coat rolled back?"

The prince remembered that they had been. The king smiled.

"That is the uniform of a magician. You have been deceived."

At this, the prince returned to the next land and went to the same shore, where once again he came upon the man in full evening dress.

"My father, the king, has told me who you are," said the prince indignantly. "You deceived me last time, but not again. Now I know that those are not real islands and real princesses, because you are a magician."

The man on the shore smiled. "It is you who are deceived, my boy. In your father's kingdom there are many islands and many princesses. But you are under your father's spell so you cannot see them."

The prince pensively returned home. When he saw his father he looked him in the eye. "Father, is it true that you are not a real king, but only a magician?"

The king smiled and rolled back his sleeves. "Yes, my son, I am only a magician."

"Then the man on the other shore was God."

"The man on the other shore was another magician."

"I must know the truth - the truth beyond magic."

"There is no truth beyond magic," said the king.

The prince was full of sadness. He said, "I will kill

myself."

The king, by magic, caused death to appear. Death stood in the door and beckoned to the prince. The prince shuddered. He remembered the beautiful but unreal islands and the unreal but beautiful princesses. "Very well," he said, "I can bear it."

"You see my son," said the king, "you, too, now begin to be a magician."

Through his story we can begin to ask about our own reality. Do we create our own? Do people believe that what they see is reality? Is it true that in order to see what our construction of reality is, we must be confronted with other realitites? Are we all magicians, creating realities that we must perpetuate and defend against all odds?

Human beings perceive, discover, and create their realities according to the cultural maps they have in their minds. Psychologists and sociologists have a word for how these maps become a part of our minds - they call the process socialization. Individuals are socialized from a very early age to believe that certain ways of acting, feeling, and communicating are appropriate and right more than any other way.

Much of our communication, however, is at such a low level of awareness that we are seldom aware of the manner in which we act - it is as if it is automatic. Abelson, a prominent cognitive psychologist, says that our unconscious behavior is guided by scripts. He defines scripts as a "coherent sequence of events expected by the individual, involving him either as a participant or observer." A common example of scripted behavior is the restaurant script. Most of us follow this pattern of behavior quite similar to this: we enter a restaurant, wait to be seated, accept a menu from a host or food server, make our selection, order our meal, perhaps order a desert when the meal is complete, receive a check, leave a tip, pay for the meal, and depart the restaurant. There is little variation from this sequence of events - it is a script that becomes a standardized sequence of behavior that we frequently experience.

Many of our daily behaviors are scripted events. The more we engage in an event, the more likely we are to rely on a script for completion of that behavior and the less likely we will be overly conscious of our actions and thoughts. They become unconscious. We only become conscious of our behavior when we enter new situations because the scripts differ - expected reinforcers are not present; assumed responses are not forthcoming; familiar stimuli are not apparent. A sense of ambiguity prevails, along with a certain degree of frustration, uncertainty, miscommunication, perhaps hurt, and lack of complete communication. If these descriptors are begining to sound familiar, they are very common feelings and responses found in the adjustment to a cross-cultural experience.

The issue for many of you, as I see it, is how to best prepare individuals for the potential variety of interactions possible through the variety of programs you provide. Many different models of cross-cultural training are practised, depending on the needs of the group, the expertise and experience of the trainers, and the target destination and purpose of the trip. Without going into too much detail, cross-cultural training techniques can basically be divided into six different types, which include:

Cognitive Training - usually a didactic approach whereby individuals are presented with factual knowledge through reading, films, and talks by experts on topics ranging anywhere from geography and political information to decision-making styles, linguistic differences, housing information, and so forth. This sounds simple, but cognitive presentations alone, while necessary, demonstrate little

change in participant behavior and attitudes, and tends to encourage a reliance upon authorities who will not be present to assist an individual on their sojourn.

Behavior Modification - while often generating shudders of disgust in people, can be useful in helping individuals cope with new situations by adopting new behaviors or replacing old ones. Essentially, individuals are encouraged to identify their reinforcers and punishers from their own environment and find out where they occur in the target culture. Then, individuals seek them out or avoid them as needed. Stress management techniques also are included in this type of training.

The Experiential Technique attempts to recreate the target culture with such a degree of realism that individuals can experience what life will be like prior to their arrival. Simulation games as well as role plays also fall into this category. While simulations are often criticized as being artificial and quite costly, they do enable trainees to deselect themselves from an experience if they find it potentially too stressful.

The Cultural Self-Awareness Approach assumes that the more one knows about oneself and one's own culture, the more one will become sensitive to the nuances of other cultures. Activities in this approach often involve values clarification exercises, psychodramas, T-group techniques, and so on.

The Interaction Approach brings trainees into contact with natives or "old-hands," assuming that the more comfortable trainees become with "real" individuals, the more they will gain for their experience. A disadvantage to this approach centers on the fact that many of these individuals are not sufficiently trained in concepts that are proven to assist others in their sojourn. One also takes the chance that one will be required to sit through a boring set of homw movies and slides!

Finally, Attribution Training is a technique that attempts to bring about the trainee's ability to understand and be able to explain situations similar to the manner that a member of the host culture would. This type of training, generally presented in the format of a culture assimilator or intercultural sensitizer, assumes that if isomorphic attributions, or similar explanations about a given event can be made, miscommunications and misunderstanding will be at a minimum. Attribution training utilizing the culture assimilator is the most widely researched method of cross-cultural training, and the one that has been demonstrated to have the most positive impact on a sojourner's cross-cultural adjustment and task effectiveness.

How does attribution training work and what does it attempt to do? People make judgements about their world. Psychologists call these judgements attributions. Unfortunately, people are not always accurate in their attributions - they often make what psychologists call - fundamental attribution errors. The fundamental attribution

error centers on the fact that people tend to make attributions about themselves in a manner which differs from the way they make judgements about others. For instance, if I failed at a given task at work, I'm likely to fault the hot weather, the bad morning I had at home, or the cold that's been building inside of me. The tendency is to find fault with something outside myself. If I observe another fail however, the tendency is to place a trait label on that individual - he is lazy, incompetent, or uneducated. So, where I fault my own failures with the situation, I place negative trait labels upon others' as a result of their errors. These negative trait labels, by the way, are often perpetuated as negative stereotypes of a group.

The best method for presentation in attribution training has been found to be the critical incident. The critical incident presents a short story which brings two or more individuals from two different cultural groups together who for some reason are unable to complete a given task. The reader is then presented with 4-5 alternative explanations to explain the failure and asked to select the one which best explains the problem from the host perspective. The idea is that as individuals work their way through a series of critical incidents, they are better able to understand and explain the target culture from the host perspective. Culture assimilators have typically been produced for culture specific purposes and audiences. For instance, a culture assimilator has been developed to prepare American businessmen to work in Thailand, or for British teachers to work in Saudi Arabia. While valid and useful for the audiences they were designed for, they have very limited usefullness due to their cultural specificity. And because they have such limited audiences, they are usually xeroxed or copied for specific use and not widely available to others unless one has quite an extensive network in the cross-cultural field.

Recently, my colleagues and I at the Institute of Culture and Communication at the East West Center have developed a culture-general assimilator that has widespread application. Our basic assumption was that the type of audience was not the best focus for material development. Rather, the experiences that people are almost certain to have during a cross-cultural experience provide a better focus. For instance, no matter what role a person has in another culture, or no matter where he is going, there will be a predictable set of emotional upheavals. These include a sense of uprootedness, lonliness, confrontation with the phenomenon called "culture shock," disconfirmed expectations, and anxiety due to the uncertainty about how to develop relationships with people of other cultures. Likewise, similar concepts in everyone's experience will be confronted but presented differently depending upon where a person travels.

We have developed a culture-general assimilator which presents 18 major themes or issues common to the

cross-cultural experience. These themes are the basis of 100 critical incidents which were developed to reflect the wide range of issues people will confront. These 100 critical incidents were based on the current literature in cross-cultural interaction or from our own personal encounters. In all cases they were validated by 60 experienced sojourners; individuals who have lived or worked abroad for a number of years. Eighteen essays are also presented which expand upon the themes presented in the incidents. *

The culture-general assimilator can be used in a number of ways. Individuals can read the incidents and then read the accompanying essays. Or, the incidents can be read prior to an in-depth presentation or discussion of the issues presented. This is preferable for a number of reasons. Learning theorists suggest that up to 80% of what an individual learns from any learning situation is directly dependent upon their prior knowledge they bring with them to the new situation. Unfortunately, most people have not had extensive international or intercultural experiences in their lives. Even most who have had some experience have not taken the time to reflect upon that experience with enough intensity that it becomes useful availabe as culturally-different cognitive information. It is merely an emotion-packed experience of the past. Through reading the critical incidents, individuals then have a base of knowledge or experience from which further information can develop. We are especially finding this useful when preparing a group of individuals for an overseas experience. Once the incidents have been read, they become the basis for common experience which all can relfect upon, talk about, and refer to when the major concepts or themes are presented. Everyone can recall when Tom had his problem with Dinorah and can then begin discussing the issue of sex role relationships as a potential point of conflict or misunderstanding. Once the major issues are present in the trainees mind, then individuals can begin to ask questions specific to the various situations and individuals they will confront. They are also better able to perceive possible conflicting issues and can begin to ask appropriate questions early in their sojourn.

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* Example incidents were distributed for discussion.

WHAT DO YOU DO AFTER YOU SAY "KON´NICHI WA?"
A WORKSHOP IN INTERCULTURAL TRAINING FOR BUSINESSES

by
Kate Hinton & Virginia Brooks

With the Pacific Rim becoming a growing and lucrative market, more American firms are finding themselves in the position of needing to school their personnel to be effective in different cultural settings.

But many businesses cannot afford the time or money needed for traditional language and intercultural schooling. Businesses need training that is cost effective, takes a minimum of time and makes their personnel effective enough to accomplish their business goals.

Under these kinds of conditions few people can become cultural experts, but they can learn the necessary skills to effectively function in a different culture, with some limitations, and meet their business needs.

In order to become effective, personnel must be trained in three key areas. These areas are cultural perceptiveness; linguistic, cultural and business information specific to the nation where business is to be done; and stress control training.

CULTURAL PERCEPTIVENESS

Cultural perceptiveness is the acquisition of skills that help one monitor, recognize, process and respond to the kinds of behavior which are important in understanding different cultural exchanges and meeting cultural expectations. These skills can be classed in the area of cultural communication skills. Skills such as active listening, neuro linguistic programming, the recognition and accurate interpretation of non-verbal rules and behavior, and self-monitoring skills make an employee more effective in any culture.

One may ask if these skills are not acquired from birth and impossible to be taught. However, although these may be difficult to acquire, with proper training, practice and desire most people can become adept enough to function appropriately in different cultural settings. Barriers to acquiring cultural perceptiveness skills primarily center around fear of failure, rejection and resistance toward change. Once these barriers have been addressed through examination of individual value systems, cultural comparisons, and self limitations and needs, it is easier to confront problems blocking cultural perceptiveness.

By learning to recognize non-verbal behavior, or more specifically, muscular and postural changes, facial differences, verbal intonations and pauses, spacial relationships, and eye contact, in one´s self one can use as a base for identifying similar behaviors in others. However, it should be noted that

perceived behaviors does not guarantee correct interpretation of those behaviors. Correct interpretation comes through a careful analysis and understanding of cultural specific information as well as assessing the action within a culturally accurate context.

One of the hardest things for Americans to accept and live with is that there is no one "right" perception of norms, morals, and values. A frequent dilemma in learning to accept another reality is how to reconcile one's own values with those of different cultural bases which conflict with one's own cultural beliefs. A way to overcome initial resistance to acceptance of these differences is to understand the basis or history for these beliefs. This understanding can be acquired through exposure to many levels of designated cultures.

In addition to learning to be aware of non-verbals the cultural student must learn to recognize patterns of behavior and classify these patterns into systems and standards of prescribed cultural behavior. For example, what is "logical" behavior in different cultural contexts (what events typically follow each other), who is subservient to whom (who or what holds the power to effect decision making), and what rituals are observed in what specific settings (what rules are intrinsic and unalterable in that culture).

One training methodology that has proven effective in the acquisition of cultural skills is learning through exposure to simulations where one can practice without fear of failure. These skills can be compounded and fine tuned by spiraling the skills together with more complex situations, which include culturally specific information and strategies for coping with cultural stress. Without opportunities to experiment and become comfortable with these newly acquired skills in non-threatening situations, trainees will experience negative reactions to cultural training. This will also negatively affect their adaptation to their new cultural setting. Hoopes & Ventura (1979) found that initial negative reactions were brought about because trainees were removed from their comfort zones, however, after sufficient time and practice a new comfort zone evolved which incorporated the new skills.

CULTURAL SPECIFIC INFORMATION

Being culturally perceptive is the necessary cornerstone for being effective in a foreign culture, but it alone falls short until culturally specific information is added. To train participants to function in a specific culture through exposure to cultural expectations, use of humor, important historical references, popular and classical literature and the media of the culture, language orientation and problem solving, broadens the

base of information to draw on to interpret the contents and context of communications with greater accuracy.

The discouraging factor for trainer and trainee is that there is an overwhelming amount of possible information one is faced with learning. How can one ascertain the relevant information to be learned? There is no one easy answer, but one can approach the task by identifying the context the individual will be assuming within the culture. Because of limited time available, one must address specific areas that directly effect the individual´s performance in the business setting. It is foremost that a clear understanding of corporate culture, as well as social mores and expectations be gained. Simulated situations of business exchanges allow the trainee to become familiar and comfortable with divergent business behaviors which they may encounter. These practical exercises serve as reinforcers for desired behavior and give the individual added self confidence in exhibiting conduct which is alien to one´s own norms.

Secondly, one can examine daily activities which the individual might find himself in. This would include essential tasks such as eating, obtaining lodging and transportation, exchanges with the opposite sex, locating emergency services, using local forms of communications, exchanging currency and expected treatment of various social strata. To maximize the learning experience in these areas it is not sufficient to merely "teach" these skill areas, but trainees must be emersed in these day to day activities until they become almost second nature.

Thirdly, one must be able to view the culture as a whole, or at least to the point of understanding basic historical conditions and political and philosophical systems that may have influenced the development of that culture. Although impossible to know everything that has influenced the development of any culture, even a limited knowledge can help anyone new to the culture better recognize frameworks or points of reference.

Lastly, one must consider the vital linguistic linkages to communicate in order to meet one´s needs. Obviously, in a short term training situation, no one can expect to become fluent in another language. To try to accomplish this, will only mean frustration and failure. But, one can learn "lubricant phrases" that will both help obtain one´s needs and build bridges with people from that culture. Ramsey and Birk (1983), ascertain that in most cases there is only a core of words necessary to successfully function in any society. This is especially true if the sojourner has a limited role and length of stay in the host country. More important than actual knowledge of the language, are appropriate verbal defusers which soften cultural differences. For example, in Japan it is almost unheard of to say "no", instead of actually refusing an idea or proposition, the Japanese would say something like "that is a very interesting

point of view that we will take into consideration", therefore, avoiding a direct answer. Another example, usually in Oriental cultures to save another´s face, one excepts the responsibility for misunderstandings and mistakes in a humble way. The emphasis not being on who is right or wrong but in keeping harmony between people.

One way to effectively orient a trainee to another culture is through the use of popular books, movies, television, publications, and music. Using these forms of entertainment to assist an individual in becoming familiar with the flavor of everyday life in a culture is a pleasant way to acquire cultural specific knowledge. Also, using movies and television from the culture as examples to demonstrate and identify non-verbal behavior gives the student concrete examples of situations that otherwise would be difficult to explain or emulate from the written word.

These steps provide a starting point for teaching cultural specific information in an efficient manner that best utilizes the available resources and training time. By outlining the specific situations that participants will be exposed to and the skills that will be required in these situations, one can narrow down the overwhelming amount of possible knowledge. In this way we can separate the wheat from the chaff. When daily situations are simulated to help emerse the student in new cultural activities the transition to effectively function within the culture are made easier. The effectiveness of training in this area can be heightened through the use of current popular culture, and can familiarize the sojourner so that he feels more at ease in his new environment.

STRESS CONTROL SKILLS

Even though a sojourner may feel more at ease in a new environment, this will not totally override the development of stress. Everyday activities that are usually taken for granted, can become monumentally difficult in a different culture. Visualize everything as you know it to be somewhat or extremely different. The newspaper at your doorstep is incomprehensible, the voice on the radio is unintelligible, the food in front of you smells and looks unidentifiable, you have not slept well because the beds were hard and too short, the room is cold, it is four in the morning "your" time and you still have jet lag. There is no water or toilet in your luxury room. You have a meeting at 9:00 am "their" time and your watch was stolen at the airport, and in order to find out the time you attempt to call the front desk. After trying all the numbers, you finally connect with a human, only to discover they do not speak English. At this point you become very frustrated and keep repeating, "There´s no place like home, There´s no place like home."

This scenario may seem a bit extreme, but in reality, it is not atypical. Before the businessman actually begins to transact business in another culture, he may have encountered numerous stress related situations that normally would not effect him. Already placed in a negative position, he may find his usual top-notch skills are now less than satisfactory. His sleeping pattern has been changed, his diet has been changed, his ability to successfully function in simple areas has been limited, expectations of "normal" responses have been altered. This is what we refer to as early stages of culture shock, which in reality is an intense concentrated level of stress. At this point the individual often seeks a structure which he can identify with. This is not always available and the individual is left to their own devices to relieve his anxiety. Ways this might be approached include, looking for the familiar (finding someone who speaks some English and knows their way around), creating one's own structure through developing a routine (eating and sleeping at regular hours), initiating behaviors that will physically relieve stress (maintaining a regular exercise program).

To help a traveller adjust to cultural differences, there are many ways one can prepare him to deal with stress. Many of these are prescriptive and must be initiated before arrival at their foreign destination. These areas include, being physically fit through proper diet and conditioning, adjusting one's internal clock to accommodate the time changes before stress develops, learning to control one's bio-rhythms, and by cultural adaptation and understanding that paves the way for possible differences in day to day activities, preparing a positive mental attitude toward differences one may encounter, and having a clear cut understanding of one's business goals, which takes into account realistic expectations of what can be accomplished given time and resources.

Although these steps are very helpful in the overall control of culture shock, they often have very little immediate value in the middle of business negotiations. One of the short comings of the traditional stress management programs is give many preventive suggestions, but very few solutions to handling the immediate effects of stress. The cultural student requires a different kind of stress controlling method in addition to the preventive methods. One of the proven methods in alleviating headaches, for example, is that of accupressure. By addressing the pressure points which correspond to specific parts of the body and problems, the business person can control an unwelcomed headache that occur during a negotiation. The execution of the treatment is so inconspicuous, it can be administered without calling attention to the discomfort. Other pressure points can control insomnia, a common stress producer for travellers, hyper-tension, back pain and other common factors that can effect performance while away from home.

In the long run knowledge can be one's best combating tool to alleviate stress. By preparing one's self to adapt to cultural perceptiveness, learning cultural specific information and skills, and learning stress relievers, the student has increased the chances of success in cultural adaptation.

IMPLICATIONS FOR CONTINUING EDUCATORS

Educators can use this three dimensional approach to build a flexible intercultural program that can easily be tailored for specific needs. For example, after the creation of a core program, even though it may address a particular culture, by changing only the cultural specific knowledge, the program becomes suitable for another culture. This cross skills training approach minimizes the cost and time spent on developing separate programs. Continuing educators will be able to quickly respond to the needs of individual companies requests for intercultural training because of the adaptability of the core program. With a core program in place locating a instructor who has cultural specific information who can serve as a primary trainer or a supplemental element becomes far easier than creating an entirely new program.

The other positive aspect of being aware of the three areas necessary to successfully train business people in the cultural area, is it can serve as a guideline to evaluate programs presented for purchase or consideration for inclusion in your schedule of courses. Unless a program includes all three areas, it is unlikely the results will be effective for preparing the sojourner to accomplish his business goals.

With the growth in overseas business, especially the Pacific Rim area, the field of intercultural training will also grow. For continuing educators to stay competitive with private consultants and training firms, they must have a definite understanding of what elements are required to bring about results, and how to attract the business segment through providing leading edge programs that will also be able to financially sustain themselves through their versatility.

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MUST "FORCED CREDIT" BE A "COMPLETE WASTE OF TIME"?

Philip H. Steedman

Universities are old but continuing education is not. Relations between the two are still in the process of being established for universities are conservative by nature and have tended to see continuing education as "tacked on"; in other words, an addition which should not be permitted to change existing structures, procedures and expectations. Continuing education is, more often than not, regarded as a student/financial support rich area but hardly one which is academically fertile. As institutions have responded to changing demands and especially those to make their offerings more relevant to the community and more democratically available, they have allowed administrative structures to develop around continuing education. But the academic justification(s) for these developments have seemed at best underdeveloped. Various academic justifications have begun to emerge however. The one I wish to stress is that of professional recertification. Or, as I shall want later to characterize it, "forced credit".

Now the idea of professional recertification is, on the face of it, a good one. Professionals we think, hold their jobs because they have unique knowledge and/or skills which are the products of processes of learning. This learning is not arbitrary, it is in turn, the product of specialized teaching. Experts perform acts of professional socialization which result in the initiation of new

experts. Universities on this view are, and always have been through their long histories, the proper institutions to engage in such practices. That, after all, is how many of the oldest universities began. So professional certification is not especially problematic. Professional recertification becomes important when peoples' professional lives outlive the particular knowledge and skills they can be initiated into. It has become common to think of technical/rational societies as paradigms of this sort. Rapid social change, we are told, outdates our professional equipment. Certification of professional competence therefore cannot be permanent. Thus, recertification is the updating of expert knowledge and skills. And who better to engage in such an enterprise but those who performed the initial professional initiation? Enter continuing education charged with the organization and administration of such programs at times and in places available to busy professionals.

But this is not quite the whole story. I want to use teachers as an example of the phenomena being discussed here.

The outline of professional legitimation I have given above is the orthodoxy of all teacher organizations with which I am familiar. Teachers claims to professional status rest on central and intertwined propositions. Most importantly, that the activity of teaching rests on bodies of expert knowledge and skills. Teachers do after all, teach something -- content. And, that teachers act with the intention that others will learn. Teachers teach people and in doing so stand in a particular moral relation to them. Like doctors and lawyers, they do not act for themselves. So, at the very least,

there are three areas of knowledge and skill they must master. First, a knowledge of content; second, the skills of pedagogy and third, some full blown understanding of the moral engagement between teacher and pupil.

But, and it is a bit but, who really believes all this? Anyone who has been patient enough to follow me this far must be wondering if I am at all serious for it is well known that no one believes these sorts of arguments. They are not really "arguments" at all but rather are part of a verbal smoke-screen which is used as camouflage. No one "in the know" takes this stuff seriously. Why not? There are a number of interrelated reasons. Most importantly, things simply do not work like this, i.e., if this is offered as a description of how things are then it is a very poor one. It might be how things should be, but even that is in some doubt. Things are indeed, quite <u>unlike</u> this. Teachers, as a matter of fact, vary greatly in their degrees of expertise with both content and technique. Great ignorance in both fields hardly disqualifies one from membership in the teaching service. In other words, certification for teaching is just that, certification for <u>a job</u> but hardly a certification of expertise. (As for my third qualification, the understanding of the moral engagement logically involved in teaching, one seldom hears that as much as mentioned let alone debated and understood.)

It is reasonable to ask; well, if things should be as you say but seldom are, why are they not? That is a good question and one which it is especially timely to ask at the moment. I am afraid the answer is not a comforting one. It is that there is something

basically wrong with the notion of professional legitimation on which our practices rest. We are in a specialform of what the contemporary German philosopher Jurgen Habermas has described as a "legitimation crisis." Despite decades of work, billions of dollars, libraries of books and papers, it is very hard to take the self understanding of the teaching service seriously. Its credibility, never very secure, now (since A Nation At Risk and the like) seems quite plainly threadbare.

There are obviously many reasons for this; I want to focus on only one. It is that our recertification practices tend to be the very antithesis of what we maintain are their justifications. In other words there is a gap, or perhaps "yawning chasm", between what we say we are doing and what it is obvious to any neutral observer we are really doing. The truth is this (and anyone who has been engaged in these activities knows it): teachers are not a homogenius population. Consequently, there are very few generalities which apply to them all. Degrees of understanding, expertise and occupational motivation vary greatly between the almost nonexistant and the singularly admirable. Yet, equally plainly, we behave as if this is a homogenius population. We behave as if all initial certification was of a high quality, as if we know that the teaching service was populated by full blown professionals who need, from time to time, very little to "bring them up to date". Given this, we offer rather little and the offer is one which cannot be refused: professional recertification credit tends to be credit without which certification is withdrawn. Put simply, more often than not, failure to recertify

is the passive passport to unemplovmnt. The decision to set things up this way was never the supposed professional teachers to take however. And, isn't this odd? If teachers are "real professionals" as our verbal smoke screen maintains, would we not expect to find them treated like lawyers and doctors? Yes, plainly we would. The fact that they are not should give us pause to wonder just what is going on in these "forced credit" offerings. But here I must be very careful for it is plain that lots of different things go on in these contexts. Some of these are admirable, but not because they need to be. While it is true that there are groups of students and individual instructors, who work in the most excellent way, it is also true that they often do so in spite of the situations they find themselves in rather than because of them.

An outline of what is usual might run as follows: "forced (recertification) credit" is in the hands of the employers of its recipients. Lawyers and doctors have organizations which govern their forced credit, but teachers, and their organizations have little impact on what goes on. This situation is, of course, only an extension of that which obtains in initial certification. In neither case is there any guarantee of quality. Rather just the opposite is the case. All too often forced credit students suffer the death of a thousand compromises and cut corners. Classes are held after the days work is done or in vacation time. Having had no influence on what is to be offered students finish up following a list of forced courses in which they may or may not have any interest and for which they may or may not be qualifed even to begin. Decisions about what should be on

such lists are political not educational decisions. Minimum standards tend to become maximum expectations. Out of class activities like reading and writing become sources of resentment. All too easily students can come to see the whole exercise as "a complete waste of time." I am inclined to agree with this verdict in more cases than it's comfortable to face. So far I have hinted at the most basic reason why this situation has developed and how it is maintained. The various parties to it have vastly different interests in what happens. Clearly job maintenance is often the teachers first priority. That must logically proceed any other interest they can have. Beyond that teachers often do seek new knowledge, understanding and skills. But those charged with instructing them cannot generally know what is sought because no one usually consults them. "Forced credit" instructors do not (need to) plan what and how they teach based on any advice from those they will teach. Should they do so, it is a bonus.

Instructors of "forced credit" courses usually have a (subjective) interest in the what they are teaching, they are after all the experts in it. But such an interest can wear filament thin when it is tested by repeated outings into the neutral or often hostile environment of the "after work" (i.e., typically after 4 pm and weekend) "forced credit" offering. What results all too often here is a very strange phenomenon. It is of classes conducted in which <u>all</u> those involved are only "going through the motions". There is, in other words, a singular lack of <u>conviction.</u>

Is there anything that might be done to improve this lamentable situation? Yes, I do think there are various things that

might be done. I think we must recognize at once that some cosmetic changes are not needed here. If we re-ice the cake it will taste no better and give no more sustenance. Rather, we must see that some fundamental changes are needed. These should all take the form of including the teachers as active participants in (rather than passive recipients of) "forced credit" offerings. That is the principle: let me try to spell out what this might look like in practice.

The administration of continuing education classes must have a more active voice in their organization. My experience, in a number of Pacific rim countries, suggests that those who plan and organize these "forced credit" offerings often have great bodies of experience to call upon. Individual instructors may or may not have the experience to plan such events; certainly continuing education units have much more experience than we can count on individual instructors having. So, I think the relationship between the university itself and its own continuing education units needs to be redefined. And continuing education should serve as the students advocate in these matters. Events of the "forced credit" sort need some advocacy from the point of view of the students educational interests (i.e., what is in the interests of the students educationally). In practice I am thinking that such concerns have to do with making "forced credit" experience more meaningful. How would one go about this?

Clearly, what is taught and how it is taught should be subject to student influence, real rather than token influence. If we take teachers to be at least potentially professional we must take their advice seriously. When we fail to do so we fail to take their

professional legitemation seriously.

My own experience suggests that "forced credit" is best organized in terms of groups of students who are required to take a series of the same courses. Such experience lends coherence to the group. People get to know one another, strangers become acquaintances, the instructor is no longer just an insistant mouth to be placated. For example, at Mitchell College in New South Wales, Australia, a sophistocated program of this sort is based on an "external studies" system where materials are mailed out to students at regular intervals wedded to a residental establishment in which the students come together on campus for periods of intensive study. The residential component is controversial. It is often seen as life-disruptive ("Oh dear, do I really have to go there? What about the children?"), but this quite quickly gives way to quite a different appreciation of the situation ("Gee, I will see my friends again and my wife/husband gets to look after the children!"). Those who planned this realize the need to let the students know that these courses are "real", that this is not just "going-through-the-motions." The coherence of the group through time promotes the sort of confidence which encourages really significant learning. What I am suggesting is this: students know, very well, when what we are doing lacks conviction and tend to respond accordingly. The office of continuing education within the university should be that of the advocate of students interests in conviction.

These considerations should lead us to ask at least these questions:

1. What should the relationship be between continuing education and the rest of the university when the natures of both professional recertification and the student as self directed learner are appreciated?

2. How could continuing education become informed about student's perceptions of what is in their interests?

3. As processes of modernization cause many Pacific Rim societies to become increasingly technical/rational, is it inevitable that they will all pass down the path made by the present industrial societies in respect of professional legitimation and recertification?

4. What sort of administrative structures in continuing education are most conducive to teaching adults with conviction?

University of Nevada, Las Vegas

September, 1986

OFFERING A NON-TRADITIONAL

DEGREE PROGRAM IN HONG KONG

by
Joseph B. Tucker
Ohio University

Offering A Non-Traditional Degree Program In Hong Kong

The theme of this conference, as you all know, is The Pacific Century: Opportunities and Challenges for Continuing Education. The focus of my paper, the Crown Colony of Hong Kong, does indeed offer opportunities and challenges. Ohio University, through its Office of Lifelong Learning, has seized the opportunity to offer its External Student Program in Hong Kong. The challenge is to ensure that the effort proves successful.

Ohio University's External Student Program enables a student to work toward a regular degree, usually the Bachelor of General Studies or Associate of Individualized Studies, by means of correspondence study, course credit by examination, independent study projects, assessment of prior learning, CLEP tests and course work taken at a local institution.

The Ohio University credit options are considered resident credit. The student, therefore, does not need to come to campus. Consequently, students enrolled in our program come from almost all fifty states and several foreign countries. I will say more about our External Student Program shortly.

The Educational System of Hong Kong

There is little need to provide great detail about the structure of the educational system. It is a bureaucratic system, not unlike that in the United States, with several government agencies involved. The important points to appreciate are the attitude of the Chinese toward education and the character of the system. Both are crucial for an understanding of the current situation in Hong Kong with respect to non-traditional education.

> The long tradition of an erudite Chinese culture grafted onto a colonial system which rewarded educational accomplishments with government employment has produced a popular hunger for education infrequently matched in other parts of the world. Together with a belief in the virtue of hard work as a principal ingredient of study and a disdain for Western notions of individual differences in intelligence, this hunger results in strong family support for schools and for the progress of students as far through the system as it will permit them to go (Brimer, 1985, p. 2204).

It is highly competitive throughout. "The student population proceeds in orderly phalanxes from pre-primary, to primary, to secondary, to post-secondary/tertiary education, with the less academically able falling out along the way" (Open Education, 1985, p. 1). Standardized tests are administered at several crucial steps in the program.

"The emphasis throughout the system is upon academic achievement and although there is the appearance of fairness, there can be no doubt that those who come from socially or educationally advantaged home backgrounds have much greater opportunities to enter tertiary education" (Open Education, 1985, p. 2).

Continuing Education in Hong Kong

Given the limitations on degree places, continuing education, or extra-mural education as it is called at some of the institutions, is in great demand.

The numbers are impressive. The University of Hong Kong averages about 24,000 enrollments per year; Chinese University 33,000 a year; and Hong Kong Baptist College some 35,000 enrollments per year.

Some of the courses lead to a credential. There are certificate and diploma programs which may take several years of evening study to complete. There are higher certificate and higher diploma programs as well. All of the institutions offer courses which are not related to some credential. A practice you are all quite familiar with is the fact that these Extra-Mural programs are financed by fee income.

In addition to the continuing education programs conducted by the tertiary institutions, there are a number of other providers. The government supports adult education through the evening departments of the technical institutes and a number of other centers throughout Hong Kong. Private providers are also plentiful. I will provide an example of one which recently contacted me. The Congress Professional Institution, which might be best described as an educational broker and provider of tutorial services to Hong Kong Students, wrote me asking if they could be our agent in Hong Kong.

The continuing education programs of the tertiary institutions in Hong Kong are impressive both in the breadth of offerings and the number of students served. They obviously are helping to meet a great need. There are limitations, however.

Many of the certificate programs, especially those at a higher level, have requirements similar to if not the same as full-time degree study. "There is thus a tendency for opportunities in continuing education to be constrained by the student's attainments in (full-time) secondary education" (Education Commission Report #2, 1986, p. 141).

The Education Commission, charged by the Government to conduct a study of several areas of education in Hong Kong, stated in its second report in August of 1986, that continuing education courses "do not lead into the mainstream of academic qualification associated with higher education. They are not building blocks; they are only self-contained vocational qualifications" (Education Commission Report #2, 1985, p. 140). I will return to these issues at the conclusion of this paper when I assess the future of non-traditional education in Hong Kong.

The limitations of the continuing education options, coupled with the limited number of degree places and high demand, have opened the way for foreign institutions.

The Ohio University Program in Hong Kong

While the genesis of a possible relationship grew out of a social meeting between officials of Hong Kong Baptist College and Ohio University, the establishment of the program was due in large measure to the efforts of Dr. C.C. Wan, Head of the Division of Continuing Education. She was seeking an option for the many qualified students at HKBC who were limited to the certificate programs conducted by her division.

She was also concerned about a second major group of students, the graduates of HKBC. Until recently, HKBC was authorized only to grant diplomas to its graduates. Some students were seeking a way to upgrade this credential.

The individuals in the first group would have to complete 96 quarter hours for an associate degree and 192 for a bachelor degree. The HKBC graduates, however, could transfer in to Ohio University many of the hours they had completed at Baptist; they would have to complete a minimum of 48 quarter hours of Ohio University credit in a best case scenario. At the present time all course work is being done by correspondence study or course credit by examination.

From the introductory remarks about our External Student Program, you are aware that overseas students are free to enroll in our program and several have. What, then, is unique about the Ohio University - Hong Kong Baptist College partnership? What we have done is set up a system which provides a great deal more support and structure than normally would be the case.

HKBC is involved in recruiting and preliminary screening, administration of several placement tests, providing advice on the appropriate program of study and making available a staff person to handle general student problems. They also have arranged for students to use the College library, handle all book purchases and administer course examinations.

One of the most innovative features is the special instructional help students receive. They are permitted to sit in on HKBC continuing education courses if there is a reasonably close fit between that course and the Ohio University course. If there is no fit, the Division of Continuing Education hires a tutor to assist the student. The Division of Continuing Education adds a $10 per fee credit hour surcharge to Ohio University's fees to help defray the cost of their services.

Ohio University maintains total academic control: admissions, examinations, grading and awarding of academic credit are the responsibilities of Ohio University and its faculty. Ohio University also maintains control over all advertising for the program. These relationships are spelled out in detail in Appendix II.

What the above description does not reveal is the great deal of time spent by the staffs of the two institutions in working out just how all the details would be handled. Several days of training in Hong Kong, many international phone calls, telexes and long letters were needed to work out all the minutia. It is a credit to the staff at both institutions that we have been able to put the partnership in place.

The Future of Open Education in Hong Kong

Is the situation described earlier, that is the lack of degree programs offered by tertiary institutions in Hong Kong which could be termed non-traditional or open, likely to change? The answer is, I believe, it will.

Responding to the building interest in some form of open education, the Government asked the University and Polytechnic Grants Committee in July, 1983 to consider the feasibility of an open university in Hong Kong. The UPGC is a quasi governmental agency which acts as a buffer between the Government and the universities and polytechnics. Its role is to recommend funding levels for the supported tertiary institutions, approval of new programs and growth rates for the system.

We have been using the term open education but what exactly did the Government mean by the term. An open university, according to Government's charge to the UPGC, is distinguished from a traditional university in four ways:

> Less rigorous entrance qualifications; study conducted away from a campus as a norm; the majority of students being employed; and distance learning methods being employed. However, standards of attainment were to be similar to those of traditional universities (Education Commission Report #1, 1984, p. 111).

To summarize as briefly as possible, the UPGC did not recommend an open university based on the British model in their report of August, 1984. The UPGC stated that a single institution devoted to open education would be too expensive and the human resources were not available in Hong Kong. It also noted the lack of an appropriate home environment for such students. The report did, however, support open education in the sense that not one institution would be devoted to non-traditional education but that the existing institutions could cooperate to provide degree programs to working adults by distance learning methods (Education Commission Report #1, 1984, p. 112-113).

In April of 1984, several months before the UPGC responded, the Governor created an Education Commission. The Commission was created in response to the Visiting Panel's report. Its charge was:

1. to define overall education objectives, formulate education policy, and recommend priorities for implementation having regard to resources available;

2. to coordinate and monitor the planning and development of education at all levels; and

3. to initiate educational research (Education Commission Report #2, 1986, p. 1).

The first report of the Commission was issued in October of 1984, several months after the UPGC had responded to the issue of an open university in Hong Kong. The Education Commission basically deferred until a later date on the whole question of open education. It did, however, agree with the UPGC in not recommending a single institution as an open university. Their first report did state "we are, however, very much aware of the demand for more tertiary level opportunities and consider that alternative forms of attendance should be developed to allow for an expansion of educational opportunities at the tertiary level" (p. 75).

There was considerable interest, therefore, in the second report of the Commission. Issued in August of 1986, the report stated "We consider that there is a prima facia case, both social and economic, for an open education programme which will supplement conventional education and provide opportunities for those who otherwise would be denied them" (p. 139). The proposed program should also incorporate the distance learning approach.

The report called for the five tertiary institutions receiving support from the UPGC to form a consortium, on a voluntary basis, to operate the open education program. "The consortium should be the entity in which the students enroll, rather than in an individual participating institution, and the awards given to students should be in the name of the consortium" (p. 153).

Returning to the question this section began with, what is the future of open education in Hong Kong? The majority of recommendations in the Commission's first report were accepted by the Government and steps have been taken to implement them. I believe that there will be a similar response to the second set of recommendations. Specific steps will be taken, therefore, within the next year or so to implement the concept of open education.

The Future of Ohio University's Program

The second report of the Commission spoke favorably of tertiary institutions in Hong Kong linking with external institutions. The Ohio University - HKBC partnership was mentioned specifically as a

model. In discussing such partnerships the Commission stated:

> For local post-secondary institutions there could be a more profound advantage under the right conditions such link-ups could bring to those institutions the materials, techniques and, in particular, the academic input of staff from overseas institutions of good standing which would help to improve the standards of the local institutions (p. 165).

The Government position will most likely support the type of relationship Ohio University has established. In the long run, however, our program may be vulnerable. When the Government launches its program, as I believe it will - and should, the Ohio University program might become increasingly less attractive.

The date of July 1, 1997 also has to be considered. On that date, Britain relinquishes sovereignty over Hong Kong to China. Under the terms of the agreement, Hong Kong will be known as a Special Administrative Region. For a period of fifty years, Hong Kong is to continue its own legal, economic and educational system with a large measure of self rule (Deadline Date, 1985).

Many people in Hong Kong are nervous about the future, the terms of the agreement notwithstanding. At best, then, the future for foreign educational institutions in Hong Kong is clouded.

CONFERENCE: *NUCEA REGION VI CONFERENCE*
October 12 - 15, 1986, Oahu, Hawaii
Theme: The Pacific Century

PAPER: *Micronesia, the 'Heartland' of the Pacific Rim*

PRESENTER: *Ralph C. Bohn, Dean of Continuing Education*
San Jose State University

San Jose State University has been conducting instructional programs in Micronesia since 1978. All programs have been degree oriented, and have included courses at the lower division, upper division, and graduate levels. Initial offerings were designed to upgrade the competencies of teachers. Current efforts continue to include teachers, but have expanded to include government, business health professionals, and general citizens of Micronesia. Courses are offered on three of the largest and most advanced island groups within Micronesia: Northern Marianas (Saipan), Palau, and Ponape.

The following is a brief overview of course and degree offerings since 1978:

- *Courses offered on Saipan, Palau, and Ponape -- primarily for teachers and school administrators.*
- *During eight years of operation, have average 600 enrollments in twenty-five sections per year. The largest year was forty-three sections and over 1,000 student registrations.*
- *Have issued thirty-five graduate degrees, have eighty students matriculated in an off-campus BA program, and a large number considering matriculation while taking course.*
- *The BA program is coordinated with the University of Guam and San Jose State University, and many students finish degrees on campus at these two institutions.*
- *At present, we either offer or are planning degree programs with majors in:*

  - *BA - Diversified Liberal Studies*
  - *MA - Instructional Technology/Special Education*
  - *BA - Nursing*

  Under consideration: Master of Public Administration (MPA), Master of Business Administration (MBA), and programs in Health.

Instructional Quality

The theme of this paper is "not a statistical presentation of our programs in Micronesia." Rather, this paper presents some of the efforts made to assure

the delivery of quality programs of instruction, programs our University should be able to point at with pride.

Our interest in instructional quality was reinforced with our first contact with the public school officials of Saipan in 1978. As we cooperatively worked with these officials in establishing the initial program, they pointed out to us that they had been subjected to a variety of programs from Universities in the past, and knew which ones were effective and those which were ineffective.[1] *Essentially, they felt a strong need for instruction in basic disciplines -- science, mathematics, English, and the arts. Most teachers had achieved a reasonable level of knowledge regarding instructional methods, but needed strength in subject matter content. Based upon their needs and interest, and our wish to offer quality instruction, we established a process which we hoped would meet both needs. These included:*

- *Offering existing campus courses and degree programs, taught by regular campus faculty. The courses could be modified to meet local needs, but the modifications were subject to review to make certain the integrity of the courses was upheld.*

- *Faculty selection was based on both academic credentials and ability to teach, especially in less than ideal circumstances.*

- *Establish instructional time frames based on the needs of the instructional program. That is, mathematics requires time to analyze and assimilate abstract concepts, etc. The basic format was six weeks during the school year for a three unit courses, and one unit per week (maximum) during the summer vacation period.*

- *Establish course libraries on-site. This involved shipping both class textbooks plus library books to the site. Experience quickly taught us that 'shipping' involved the faculty member taking boxes of books also as excess baggage. Since initial efforts, on-site libraries have been developed.*

- *Maintain normal university standards and grading policies. This was best accomplished by having faculty teach courses they normally taught on campus.*

These procedures, quite obviously, were instructional processes we hoped would assure quality as well as meeting the instructional needs of the people in Micronesia.

Course Offerings

We found that nearly all of our initial offerings were basic lower division general education courses. The typical teacher had graduated from high school, and obtained a teaching position. The teacher than took a series of education

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[1] *Actually, the presentation was a little more direct. It went something like, "If you want to bring us instructional programs which have faculty fly-in for a weekend course (vacation), or to give us credit for our past experiences, STAY HOME. We need your best faculty, willing to stay for a month or longer, teaching in a wide variety of basic content areas."*

courses designed to help her/him teach. There was little or no collegiate education beyond 'education courses' for the teachers.

At the other extreme, we found a significant group of people who had collegiate degrees from University of Guam, University of Hawaii, or mainland universities based on campus attendance at these universities. These people have need for graduate degrees, and professional instruction, an area being addressed by present academic planning procedures.

As a result, we are currently offering both undergraduate and graduate instruction. Our undergraduate programs have proceeded beyond general education and include degree sequences. We offer a liberal studies degree sequence for elementary and many secondary teachers. In addition, many people finish specializations by attendance on campus. We maintain a small scholarship program which supplements scholarships available from island governments.

Our graduate programs are professional degree sequences. We recently finished a graduate sequence on Saipan for school administrators. Other programs are underway or in the planning stages.

Added Quality Controls

Since inception, a number of quality controls have been added to the program. The first, and most important, was use of an independent evaluation of instruction. We found that maintaining instructional quality becomes more difficult the farther you work from campus. An independent evaluation was a necessary ingredient. Our evaluator works independent of the instructor and on a selective basis:

- conducts before and after testing
- distributes and analyzes student evaluations
- conducts interviews with students, local officials, and employers
- reviews all processes and procedures related to administration, academic decisions, and the establishment and operation of programs.

We also found that the establishment of a "Micronesia Faculty" on an informal basis was a valuable benefit. It provided an opportunity to share experiences and learn new and better ways of accomplishing instructional goals. Experienced faculty members are able to brief new members. Since this group now numbers just over fifty, with about thirty being currently active, we have a continuous source of new and good ideas.

Some Controversial Issues

Our campus is well aware of the many problems surrounding distant learning. We have intentionally chosen a path which we believe assures quality programs of

instruction to the people of Micronesia. We recognize that the residents of Micronesia are intelligent, highly motivated, and often under educated. They need the best education our nation can provide, and cannot afford to be part of 'academic experiments' which may (or may not) prove successful.

We strongly encourage other institutions to adopt the same posture.

Some of the areas we have reviewed are:

- *"Process" versus "Outcomes" as Criteria for Program and/or Student Evaluation. While we have made some efforts in evaluating the outcome of the academic process, our emphasis remains on maintaining "appropriate academic processes." We attempt to establish the academic climate whereby a well qualified instructor has the time and resources to teach his academic specialization to a group of (hopefully) receptive and qualified students." Our checks of student programs and instructors performance follows traditional patterns.*

- *Adjunct versus Regular Faculty. While many potential faculty exist in Micronesia, we use only regular campus faculty. Adjunct faculty have little or no experience with campus standards or curriculum. We recognize accreditation standards which continue to emphasize the need for full time faculty teaching degree programs.*

- *Non-traditional Degree Formats and Instructional Methods. While we continue to study and develop non-traditional formats at home, we feel it is inappropriate to export these formats until proven successful. These include experiential learning, instruction by telecommunications, etc. We have strong reservations about some of the uses of concentrated time frames, such as 12 - 20 hours of instruction on a single weekend. These are more often designed for instructor or institution convenience, rather than based on the nature of the instructional content.*

Summary

If you decide on programs for people in the Pacific Rim or Basin, remember that your program will be the most significant contact the students may have with the United States. Make sure you provide your best programs, using your best faculty.

Always question the uniqueness of your service. Your programs should utilize your institutional strengths, and be the best you can provide.

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DISTANCE EDUCATION: A MODEL FOR THE PACIFIC ISLANDERS

by
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Distance Education is the means by which people from a diversity of backgrounds, widely scattered, singly or in small groups can be instructed without the physical presence of a teacher. it has particular application to the Pacific Islands where opportunities for professional adult educational programs may be quite limited. This paper will explain how courses, taught by the finest university professionals, can be offered to English speaking people within the Pacific Rim at a very reasonable cost. The medium is the simple audio-cassette, which, when coupled with visuals and other printed media, has proven to be an effective agent for educational transfer.

The audio-cassette has been selected for the many advantages it offers as compared to the other delivery vehicles. In the last few years it has earned a reputation for flexibility, low cost, and effectiveness. A.W. Bates, in an article on "The Role of Technology in Distance Education" says:

> The most important development in media at the British Open University since its inception has not been computer-assisted learning, video discs, viewdata or satellite TV, but the humble audio-cassette. In 1978, virtually no courses used audio-cassettes; by 1983 the Open University was sending 500,000 sixty-minute cassettes to students. Why this sudden popularity, not just with course teams, but also with students, who on some courses have rated the cassette more valuable even than printed material?[1]

The Answer to this question deserves investigation. Several factors are involved. Audio-cassettes, when integrated with written materials can provide a wide range of teaching functions. They are easy to design. They are cheap to reproduce and distribute. They are popular with students who have full control over the learning materials and can repeat lessons as often as they wish. They also have a personal appeal. One student remarked "It is like having the course author in your own room."[2]

In a study done at the Open University comparing audio-cassettes with radio as an educational vehicle, several other advantages were discussed:

> Audio cassettes can overcome many of the instructional weaknesses of radio, although they too have the same limitations of symbolic representation. The ability to stop, carry out activities, and return to the cassette allows for the development of mastery learning concepts and intellectual processes, particularly when combined with other media, such as print. Some limited feedback

> is possible, the tape "hiding" the feedback until it is needed. Cassettes can be used to analyse verbal situations (language development, interpersonal communications, decision making processes), enabling students to apply more abstract knowledge acquired from print to real-life situations."[3]

At the conclusion of the study, after analyzing several delivery methods, the author concluded that the university should stick with the easiest system to operate at the lowest cost.[4] This turned out to be audio cassettes coupled with print.

Other advantages of audio-cassettes include:

1. Voice modulation, that is, variations in pitch, tone, pace and volume provide clues that are clearly helpful in conveying the educational content.

2. Tapes can convey a sense of the speaker, allowing the student to perceive the presenter as a human being rather than an authority figure. They can be motivated by the presenters enthusiasm. This aids the educational process.

3. Using audio-cassettes, the student's hands and eyes are free to carry out other activities as they listen which makes for better use of their time.

4. The spoken word is an efficient way to convey certain types of abstractions which take considerable length to express in writing.

5. Students indicate that a good presenter with a personal tone and a friendly voice invokes the sense of a one-to-one lesson with their own private tutor.[5]

Research by the author at Brigham Young University supports these conclusions. In 1985 an MBA course titled "Management Philosophy and Style" was audiotaped. Together with the course texts, and student syllabus containing the course notes and handouts, it was packaged and delivered for testing to a large corporation who had asked for help in this area of management training. They tested it with mid level managers in their organization. All students had the same requirements to meet as did the day students who took the course. Then the course was completed, a trained grader who had graded the exams of the 22 graduate students who took the course on campus also graded the off campus students exams and papers. The off campus students averaged five percent higher on the final exam than did the campus students. They expressed satisfaction with the course and asked if further opportunities like this, with the possibility of university credit, can be offered.

This type of course is not difficult to prepare. It can be offered for either credit or non-credit to undergraduates as well as graduates and has a good income potential. The steps involved

in putting it together are:

1. Determine the area where you would like to begin and do a needs analysis among potential users to determine what is wanted.

2. Select a course which will fill the needs determined by the survey and which is compatible with the audio-cassette delivery system.

3. Find a teacher for the course who is not only very competent in the subject matter, but who is warm and friendly in his/her presentation.

4. Contract with the presenter to use their course materials. A set fee can be paid for the rights to audio tape the course and sell the tapes or the instructor can be a partner in the venture, obtaining a portion of all profits after expenses have been paid.

5. Audio-tape the course while it is being presented to a live audience. This should be done on a good quality reel to reel recorder.

6. Have a good student take class notes and collect a set of hand outs to be used in the course syllabus. Also include any visual materials used in the course by the instructor.

7. Edit the tapes to take out any long pauses or distractions.

8. Reproduce the finished master tapes on audio-cassettes.

9. Obtain any texts or written materials that are to be used with the course.

10. Prepare a course introduction on tape and outline the requirements and expectations and how to get help if it is needed.

11. Package the course materials for delivery.

12. Market the course to your potential buyers.

13. Mail the course to those who register. Have them arrange for a proctor to receive and administer course tests where credit is involved.

14. Have each student plan out a time line for finishing the course and send it to you. Write them letters of encouragement to keep them on schedule. Allow them to adjust the time line if circumstances warrant it.

15. At the completion of the course the students will return the tapes and receive either a report of credit earned with a letter grade, or a certificate of completion. Each of these

may be accompanied by a letter of commendation for the completion of the course.

The following figures give a rough idea of the costs and income possible from a course of this type. These figures give a total income which would be shared with the course presenter at some agreed upon split.

DIRECT COSTS	
Taping costs	$1,000
Editing	$ 800
Marketing	$2,500

VARIABLE COSTS	
Syllabus	$ 1.00 each
Packaging	$ 1.50 each
Mailing	$ 1.50 each
Tape production (10 hr. course)	$10.00
Misc.	$ .50 each

FOR 200 SETS OF A GIVEN COURSE -	
Total Direct Costs	$ 4,300.00
Total Variable Costs	$ 2,900.00
Total Costs	$ 7,200.00
Income (200 sets @ $100/SET + texts)	$14,000.00
Net	$ 6,800.00/course

In conclusion, audio-cassette courses offer a significant new option for the adult learner. Without requiring the services of a recording studio or other expensive technology, these courses can be produced to meet a large number of adult needs in a myriad of subject areas. The text and question type correspondence course is now obsolete. Through the use of audio-cassettes and other new delivery systems, technology has placed educational opportunities within the reach of nearly all adult learners. It is unthinkable that with such a great potential audience and such valuable resources to share that university continuing education units would not step foreward and assume a leadership role in promoting this important educational opportunity.

END NOTES:

1. A.W. Bates, "The Role of Technology in Distance Education", Published in ERIC, ED #253-216, 1984, p. 6.

2. Op. cit. p. 7.

3. A.W. Bates, "New Communications Technology and Distance Education: Implications for Common Wealth Countries of the South." Published in ERIC, ED #253-215, Dec. 1984, p. 5.

4. Op. cit. p. 4.

   Nicola Durbridg, "Design Implications of Audio and Video Cassettes", IET Paper on Broadcasting #222. Reprinted in ERIC, ED #253,205, 1983, pp. 6-20.

HIGHER EDUCATION INITIATIVES IN CHINA USING TELEVISION AND INSTRUCTIONAL TECHNOLOGY

by
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For the past six years University Extension Services of California State University has been in the unique situation of developing a pacific rim partnership.

Building on its success of offering professional training and development seminars for business and industries in its service territory, University Extension was approached to provide a similar service for professionals from Taiwan.

The Taiwanese sponsors wanted to work with a University that would cooperate with them in developing a series of practical programs in management skills for health care professionals. This process required that University Extension set up appointments for Taiwanese representatives to visit California medical facilities and to spend time with appropriate campus departments. Conversely, it required that Extension personnel and faculty visit Taiwan to understand conditions of work, levels of expertise and cultural differences in order to develop a program which was accurate in content, practical to apply and culturally sensitive.

From the success of that first program, University Extension was asked to expand into the areas of business management and then into education.

In each instance as the program began, an Institute director was identified from the faculty. This person met with his or her Chinese counterpart in the early fall of the year in Long Beach, California where the University is located. A series of visitations and consultations were arranged over a two-week period all aimed at providing input into the curriculum development and presentation format of the institute. This

was followed up with a visitation in January by Cal State personnel to Taiwan to visit facilities there, meet with prospective participants, and to refine curriculum decisions.

Institutes are held in the summer months at Cal State and run five to six weeks in duration. Classroom lectures are interspersed with field trips and demonstrations. Afternoons and evenings are spent in perfecting oral English skills and in case study problem solving. At the conclusion of each institute, the directors, Extension personnel and Taiwanese representatives meet to evaluate the just concluded experience and to begin planning the next one.

A sample from the Management Institute gives a more specific picture of what an institute entails:

Objectives

* To learn problem identification and problem solving techniques developed and used by American business and government.

* To learn methods of effective planning necessary to put the solutions of problems into action.

* To practice and reinforce these skills through workshops, practice exercises, and observation of American business and public organizations.

* to understand the American culture and language of management from English practice and contact with American managers.

Two years ago, the Mainland Chinese government became interested in these institutes and sent representatives to attend. After assessing the results against their training needs, they have begun to participate in large numbers. The Mainland government has also adopted the pattern of inviting Institute personnel to China to see first hand the conditions there and to gain a better understanding of China's overall educational needs.

In the ten years since Mao's death, the Chinese have made enormous strides to make up for the years when China virtually dropped out of the twentieth century. The most recent manifestation of this determination to "catch up" is the declaration of the Four Modernization of the current government:

Modernization of Technology
Modernization of Economics
Modernization of Social Conditions
Modernization of Education

Clearly the last reform is also the foundation reform for achieving the others.

Virtually since 1958-59 when Mao devised the Great Leap Forward which collectivized agriculture and sent millions of city workers and intellectuals to the countryside for "Reform through Labor," Chinese education has suffered. Exacerbated by a policy of enouraging large families, China now faces a two-fold dilemma of needs:

- Adult and non-traditional education of the current workforce, particularly its managerial segment in order to make its economy current.

- Basic and traditional education to train its workforce of the twenty-first century so China can continue its development along the continuum from agrarian to industrialization.

No small task for a nation of one billion people (25% of the world's population) inhabiting over 9.6 million square kilometers!

To say that China's need for education is overwhelming is to understate the case. There is not one aspect of life which could not be improved if education were available. The need permeates all levels from elementary through University, from on-the-job vocational through professional and managerial in-service.

To conquer this monumental challenge to educate on so many fronts, the Chinese have been quick to assess what is going on elsewhere in the world, including the British open university model. And to commit themselves (in their words) "to improve and modernize the Chinese Educational system using technology."

Central to the success of this endeavor is the National TV University:

A word of explanation:

TV University means: Broadcast TV and Broadcast Radio

TV University covers:

- video tape
- audio tape
- print correspondence
- single or mixed media

The use of learning centers and of massive, national testing.

The stated philosophy of the National TV University is "openness" -- to overcome the admissions barriers of traditional campuses, of time, of space, of social level, of age and of requiring costly facilities. In practicality there are admissions criteria based on:

- student ability
- manpower requirements
- access to materials and centers
- work/study arrangements:
  - full time, part time or after work
- enrollment in a single course or a full program

Admissions currently take place yearly. The length of study is two years. Each exam is obtained by provinces from central government then administered at local learning centers throughout the country.

There is a national core curriculum of liberal arts, sciences, engineering, agriculture, finance, economics, political science, law, and education. Supplementary and special courses are produced at the city and provincial level and broadcast schedules are locally devised.

At the present time 1.4 million individuals have participated in some way over the last six years. They study in coaching centers, in schools, at factories, in small groups, and individually.

It is a revelation to step from a dusty ancient chinese street into a grim concrete building clearly bearing the soviet look of the 50's and discover an abundance of video equipment. Amazing for its context, its variety . . . and its sophistication.

That sophistication has been further enhanced this month with the launch of China's Educational Satellite. The goal is to create 5,000 ground receive sites in order to increase educational TV from 6 to 24 hours a day and double or triple TV University enrollment.

One major goal is to train the 2.4 million middle and primary teachers who are considered unqualified to implement China's newest educational initiative -- compulsory nine-year schooling for all.

If China's efforts at mass education are to be successful, it must have trained adult educators and specialists in educational technology. The Chinese recognize that they cannot meet this need without assistance and they are eager to see American educators join them.

Yet despite the amazing changes occuring in China, progress in creating connecting links with American continuing education leaders is moving at a snail's pace. Why the disjuncture between our supply and their demand? Aside from their determined progress, which has, I think, caught us unaware, I would propose some other impediments which I believe exist, but which I believe we can eliminate.

As is often the case, I believe we must start on our own campuses, re-educating our international students officers and our grants and foundation officers to look for or create -- and that may be the toughest part -- exchange opportunities beyond the traditional/ academic scholars arrangements.

As readers are well aware, rare are the exchange programs which afford opportunities for continuing and adult education. We exist as an after thought or footnote in the "salespitch" of the average educational delegation, University President or other scholarly group descending on Washington D.C. We continue to see that perpetuated as China -- who needs us and who is demonstrating the needs -- is opening up. So as educational do-it-yourselfers, we need both to educate ourselves as the regional conference allowed and to work actively with our association in building links that will benefit us all.

China is a rich and varied nation. Her educational needs offer opportunities for American colleges and universities of all sizes and focus.

She is seeking assistance across the Pacific from those of us on the Western rim. It is an unprecedented opportunity for continuing education professionals to demonstrate the value that our particular expertise can contribute to global education. for the new century that is dawning.

THE AMERICAN UNIVERSITY
WASHINGTON, D.C.

PROPOSAL

U.S. BASED CONTRACT PROGRAMS

FOR INTERNATIONAL CLIENTS

by

Ellen M. Long
Kathryn J. Mannes

...Diplomatic pouches instead of Federal Express
...Developing a global sense of humor
...Finding a three-week health insurance plan
...Experiencing, first-hand, the effects of sex role differences between cultures
...Finding interpretors for unexpected telephone negotiations
...The virtues of TELEX versus direct dial
...Pricing contracts in yen, pounds, and dinars
...Touring a co-ed dormitory with foreign government representatives
...Being viewed by your own budget office as an alien being
...Living through your first crisis of cultural etiquette and faux pas
...Pretending that your hearing is bad all the time and your face has been bright red since birth

If these one-liners leave you interested rather than daunted, you probably think that opportunities which can create these "slices of life" must somehow be glamorous? NO WAY! Hard Work? HARD WORK! Fun? Absolutely...especially when continuing educators collaborate to make things happen.

Now that we have either captured or lost your attention completely, we will forge on with our discussion of U.S. based cross-cultural education contracting with international clients. Our purpose is to assist college and university educators in defining the concept and practicality of contract programming in their institutions, and to provide specific models, based on our experience.

OVERVIEW

The increasing number of contract education partnerships created among institutions of higher learning and American business, industry, and government can be an impetus towards the development of more such opportunities on the international level. The scenario is set for the expansion of contract programming on a broader international scale by the following facts:

Office of Contract Programs

4400 Massachusetts Avenue, N.W., Washington, D.C. 20016 (202) 885-3990

A growing level of economic involvement among U.S. and foreign corporations specifically with the Pacific Rim Nations of China, Japan and Korea; the emergence of English as the global language of business; and the continuing appeal of an American educational experience for international students of all ages. With some track record of success in the contract education field, colleges and universities are taking up this international challenge of designing contractual and grant cross-cultural projects in response to specific client needs.

BACKGROUND

The American University's serious commitment to adult learning and corporate outreach have enabled us to design, market, and manage a significant and lucrative number of contract and grant programs. Some of our stateside credit and noncredit contract partnerships include AT&T, IBM, Xerox, and Advanced Technology, Inc.

Using this experience as a springboard, a recent area targeted for contract program development has been U.S. based cross-cultural education for international organizations and clients. Over the past two years, we have worked successfully with the Coordination Council for North American Affairs (TAIWAN), the Kuwait University, the United States Information Agency, and the Institute for International Education. Although our Washington location, School of International Service, and 17% international student body make us well situated in our pursuits, we think that our achievements may be interpreted in a generic and practical way for use as a model for others.

APPROACH

The preferred method of "pounding the pavement" to visit potential clients may not be a feasible way to market international contracts, even if your institution sits at the top of Embassy Row. However, it is still important to have as much direct contact with the client as possible. Leads for international contracts may come from a variety of sources including:

- international admissions, study abroad, faculty members, and development staff who travel internationally
- international alumni and travel study groups
- grant listings in the Grants Registry and Federal Register
- corporate training directors, embassy representatives, and cultural exchange organizations

By using these resources, potential programs may be identified for populations including:

- business and industry with international employees, or partners
- foreign corporations with U.S. affiliates
- exchange teachers and students

- teachers of English as a second language (outside the U.S.)

- cultural exchange groups, government, and private corporations

- corporate sales representatives and executives of high tech and natural resources companies

- U.S. government employees headed abroad

The most practical and necessary aspect of our successful efforts has been the developmental relationship between the OCP, with outreach responsibilities for the University and the OCEC, which facilitates management. We agree that the success of this type of contract is heavily dependent upon mutual involvement among the marketers and the managers from the outset. The most attractive budget and the most exciting program outline can be futile if a program is marketed and sold that cannot be delivered effectively. The American University model allows programs to be explored and developed systematically by maximizing staff effort. OCP and OCEC work together as a relay team; one gets the ball rolling with a clear sense of how it will be carried through.

PROGRAM

In order to determine the seriousness of an international contract opportunity, often without a lot of direct client contact, it makes sense to develop a preliminary program proposal. This becomes a talking piece for formal contract negotiation. To develop your program, the specific interests of clients must be known and incorporated as a component of the total educational package. The client may have only a few specific goals in mind, i.e., development of better English language skills and exposure to American culture and society. It is up to the college or university to propose a comprehensive plan which meets these goals and provides a total experience. The key components in a well rounded program plan should include an academically rigorous curriculum tempered by student motivation and enjoyment, and exposure to and interaction with local organizations and events. We have found that the creation of opportunities for field-based experiential learning perhaps, in the form of mini-internships geared toward a specific area of interest, can greatly enhance a program. Successful programs also encourage participant involvement in both the college and the community by highlighting social events, dinners, theatre trips, overnight home-stays, conversation groups, and visits to local museums, government offices, and parks. However, the cornerstone of any program is dependent upon the selection of experienced supportive faculty. Include but look beyond your ESL faculty in order to tap the broadest range of qualified university resources. Some of the faculty most proficient in working with international groups have come from the departments of business, political science, computer science, the library, and, of course, our international service school.

CONTRACT

A formal contract must spell out clearly all aspects of the agreement. Some of these categories are not required when contracting with domestic organizations. Others, such as travel, have far different implications for international groups. At minimum, an international contract or agreement should address:

--Program dates (with leeway in participant arrival and departure schedules)
--Number of participants (minimum and/or maximum)
--Program content and schedule
--Program oversight and coordination (chaperones?)
--Textbooks, materials, and supplies
--Housing, meals, and facilities
--Participant allowances (applicable for student and exchange groups)
--Local and overseas travel
--Program evaluation
--Medical and liability insurance
--Institutional liability
--Costs and method of payment
--Cancellation

Individual program proposals can be supplemented by "boiler plate" information which remains standard. Institutional and departmental capability statements should be on-the-shelf, along with faculty vitae, a previous client list or outline of international programs, and generic field trip and lecture series topics which can be "plugged in" to a number of programs.

At any cost, a budget should be fixed-priced. Price per participant when necessary, but specify a minimum number of participants. Otherwise,

set a firm fixed program price for a maximum number of participants. This allows you to guarantee funds for program staff and faculty, no matter how many participants actually show up. Also, the client understands his cost obligation up front. Leave room to negotiate by pricing field trips or social activities separately as add-on costs. State a cancellation date after which full payment must be received.

A realistic budget allocates sufficient funds for appropriating or hiring program staff, from luggage carriers and tour guides, to secretary and project director. Once a contract has been ratified, program supervision can remain centralized but program-dedicated staff should assume operational responsibility.

FUTURE

Negotiating and administrating an international contract is a lengthy process, requiring flexibility, patience, and tact. Even a well-constructed budget may be revised multiple times to accommodate enrollment changes and payment schedules. Keep in mind that once you work out all the details of a successful international program, it will probably be renewed for the next year.

THE AMERICAN UNIVERSITY
WASHINGTON, D.C.

CAPABILITIES STATEMENT

The American University serves national and international students through comprehensive academic programs which draw on a prestigious faculty and the resources of the United States' capital. The university proposes to meet the educational needs of international students by incorporating its range of resources as a:

- degree granting institution, offering over 150 undergraduate, master's, and Ph.D. programs.
- training center and meeting place for international students and a diplomatic community.
- corporate and government training ground, providing tailored programs to meet specific training needs.
- consultant to international governments.
- comprehensive facility, with student services geared to serving adult and international clients.
- gateway for students interested in exploring the working of the U.S. government, business, and society at close range.

Experience

International students compose more than 15% of the student body. Comprehensive educational and research programs have been designed for the governments of Mexico, Korea, Japan, and Nicaragua, among others. A major contract for technical assistance and training for the National Institute of Public Administration in Yemen was granted to The American University Center for Technology and Administration. The government of Bangladesh awarded a similar contract to The American University, in consort with the Institute of Public Administration in New York.

The American University develops educational programs for corporations, government, agencies, and organizations, including the Inter-American Development Bank, the National Institutes of Health, and Xerox Corporation.

Fulbright scholars and teachers regularly receive formal orientation and preparation at The American University. Humphrey Fellows from all over the world are brought to study at the school of International Service.

In addition, institutes have been established on campus which deal directly with language and inter-cultural training, including the English Language Institute and the Business Council for International Understanding.

4400 Massachusetts Avenue, N.W., Washington, D.C. 20016

Special Needs

The University recognizes the special needs of international groups in facilitating academic and cultural experiences. International students take advantage of individual attention and advisement at the International Student Center. A variety of workshops and activities help them get acclimated, make friends, and learn more about American life. A large proportion of American University students are working adults. The American University is committed, programmatically and administratively, to providing them with a successful, effective education.

Facilities

The American University is located just a mile from Embassy Row, in one of the nation's most prestigious residential neighborhoods. Besides the 33 foreign embassies located on Massachusetts Avenue, the homes of many people who run the nation and the world--cabinet members, ambassadors, leading financiers and industrialists--are in close proximity to The University.

The University offers pleasant, air-conditioned classrooms and well-equipped, comfortable meeting rooms. The 77-acre campus is convenient to museums, libraries, government, and cultural activities.

Lodgings on campus are available in June, July, and August. The University will assist with identifying alternate arrangements for housing during the fall, winter and spring months.

Tailoring

In order to help define the educational priorities of international students, The University will survey the students, assess needs, and make specific recommendations. In addition, constant feedback and evaluation allows the program to adapt and expand, as desired. Initial language screening and admission of international students can be scheduled in the home country prior to the arrival of students in the U.S.

Programs

The American University offers a number of program options. Importantly, these options can be combined and/or restructured. Programs may be of particular interest to the following groups:

- Traditional students seeking credentials:
  - Degree Programs
    Graduate, Undergraduate
  - Nondegree Options
    Certificate Programs

- Professionals seeking advanced degrees and training:
  - Degree Programs
    Graduate, Ph.D.
  - Nondegree Certificates
  - Noncredit Programs
    Professional Development Seminars

- International Learners seeking language and cultural programs:

  . Noncredit Programs
    The American Informals
    Professional Development Seminars
  . English Language Institute

DEGREE PROGRAMS

Graduate

The American University confers over 80 types of graduate degrees. The Kogod College of Business Administration, the first school of business in the Washington area, offers the Master of Business Administration (M.B.A.) and Master of Science degrees specializing in areas such as Finance, International Business, and Business-Government Relations. The College of Public and International Affairs, with its renowned School of Government and Public Administration and School of International Service, provides the Master's Program in Public Administration (M.P.A.) and offers the Master's Program in International Development, International Affairs, and International Communication. The Center for Technology and Administration emphasizes use of the computer as a management tool in Master's Programs in Management Information System, and Computer Systems Application, among others.

Doctoral Programs (Ph.D.) are available in Public Administration, Education, Economics, International Relations, and a variety of other fields.

Undergraduate

The American University awards over 65 types of undergraduate degrees, from Computer Science to International Studies and Fine Arts.

Many International students take advantage of the Assessment of Prior Experiential Learning (APEL) program, one of the most respected experiential learning programs in the country, which helps adults (over age 25) translate their years of experience into college credits. In addition to sharing classes with other accomplished adults, the APEL students can earn up to 30 credits based on documented paid work, volunteer, travel, and leisure activities.

NONDEGREE OPTIONS

Individuals may enroll in credit courses as nondegree students without applying for admission to a specific school. If a student switches to degree status, nondegree courses may be transferred. This allows students to register for classes without committing to or formally applying to an entire program.

Certificate Programs (Undergraduate and Graduate)

Certificate programs consist of the core courses of a degree program. They consist of five courses and can usually be completed in one year. Courses taken in a certificate program may be transferred to a degree program once a student successfully applies for degree status.

A special student-specific certificate which combines appropriate courses may be created for individuals or groups of students, such as a Certificate in Diplomatic Studies.

NONCREDIT TRAINING

The American University provides training to local business, government, and diplomatic communities through noncredit workshops and seminars. The two types of noncredit programs focus on improving personal and professional skills. Workshops are often tailored to meet the specific training needs of a particular group.

Professional Development Programs

Seminars are available in areas including: Professional Skills, Management Topics, Communication Skills, Writing Skills, Career Topics, and Computers. Workshops meet from 3-16 hours, depending on the topic and the intensity.

A number of workshops have been designed for international agencies, including the Inter-American Development Bank and the Pan-American Health Organization.

The American Informals

The Informals attract a variety of participants interested in exploring a particular part of American culture, from Learning a Language to Cross Country Skiing, American Folklore, and Quilting.

Members of the international community have taken advantage of this opportunity to explore the culture and The University. Special workshops for embassy personnel and families are available in American Politics and World Affairs.

SPECIAL PROGRAMS

Washington Semester

The American University sponsors several programs for visiting students to acquaint them with the dynamics and resources of our Nation's capital. Students regularly attend The University for a Washington Semester experience in American National Government, American Studies, Public Administration, or Economic or Foreign Policy. These programs incorporate an internship and an intensive research project which exposes students to the workings of government agencies and the U.S. political system.

Business Council for International Understanding (BCIU)

In 1958, the Business Council for International Understanding of New York selected The American University as its institute center to train and develop U.S. and foreign business personnel and their families for work and life in other cultures. The BCIU Institute provides workshops weekly for personnel from 287 major international corporations and has more than 24,000 graduates living in 125 countries. Programs consist of face-to-face language instruction in 42 languages integrated into intercultural communications workshops for more than 125 countries. In-company programs are conducted for recruiters, managers, and trainers in organization development, international business, personnel assessment, government-business relations, intercultural communications, international business negotiations, international business protocol, and area/country studies. The faculty of over 500 is composed of expert resource personnel from The American University and other area universities, governmental agencies, international organizations, and international business corporations. The BCIU also provides training to people from other cultures coming to work and study in the U.S.

International Development Skill Institutes

The School of International Service supplements its regular credit offerings with skill institutes on a specific technique or approach currently used in the international development field. Institutes use a three-day format which combines lectures, discussions, group work, case studies, and application. Topics range from Cost-Benefit Analysis and Project Evaluation to Conflict Resolution and Lobbying Techniques.

LANGUAGE TRAINING

English Language Institute

The English Language Institute offers daytime and evening programs in English as a second language, providing intensive and semi-intensive classes at all levels of proficiency. Classes are designed to meet the specific English language needs of foreign students and members of Washington's international community.

Programs have been tailored, including preliminary interviewing and testing, for groups from Latin America, Japan, Mexico, Korea, and many other countries.

Kuwait University
c/o Embassy of Kuwait
Van Ness Avenue
Washington, DC

Noncredit American Studies and English Language Institute

Students	Senior honors students in the School of Business and Commerce, Kuwait University. Individuals selected by Dean, Kuwait University.
Content	Six weeks of cross cultural seminars tailored to include topics in American banking, finance, marketing, accounting, and management. English language skills developmental laboratory.
Methods	Instructors meet Kuwait University and Embassy officials to design seminar outlines.
Faculty	Seminars and language laboratories are conducted by a mixture of full-time faculty, adjuncts, consultants in American business, cross-cultural relations, and ESL.
Location	Seminars are held on-site at The American University with mini-internships and field trips held at appropriate sites. University residence accommodations are provided.
College Services	The American University provides needs assessment in planning comprehensive cross-cultural programs and supplies all logistical services including housing, board, and travel within the six week program timeframe.
Organization Services	Kuwait University selects individuals from the Honors Program along with an appropriate chaperone, usually a faculty member from the University.
Contract Charges	The contract sets a fixed price for the total number of participants.
Evaluation	The American University prepares, distributes, and reviews evaluations of the program completed by students. Program coordinators prepare individual student progress reports. All responses are reviewed and discussed among representatives from Kuwait University, the Embassy, and The American University.
Contact	Kathryn Mannes Director, Contract Programs The American University Nebraska Hall, First Floor 4400 Massachusetts Avenue, N.W. Washington, DC 20016

THE AMERICAN UNIVERSITY
WASHINGTON, D.C.

DATE

ORGANIZATION
COUNTRY OF ORIGIN

Dear CONTACT:

The American University is pleased to propose a residential educational program for ¢ ORGANIZATION honors students from the COUNTRY/UNIVERSITY/COLLEGE during the summer of 1986. The success of last year's program and feedback provided by participants are an excellent base on which to build this year's program.

Dates

The 1986 program will run for 6 weeks, from (DATES).

Program

COUNTRY/ORGANIZATION students will receive an introduction to American culture and the Washington, D.C. area, as well as English Language training. Three days of orientation to the program, the University, and the city will precede any formal instruction. COUNTRY/ORGANIZATION students will receive a pre-orientation package prior to their arrival in the U.S.

English instruction will focus on conversation and application of skills. Students will participate in 2 1/2 morning hours of noncredit language lab and class daily, Monday through Thursday, conducted by instructors in the English Language Institute. Materials will be provided. Opportunities for discussion and/or field trips may supplement or replace formal class time.

Students will be tested to determine placement in the English program. However, the University also requests available fluency test scores from the ORGANIZATION/UNIVERSITY/COLLEGE as soon as possible in order to develop an appropriate program for each student.

4400 Massachusetts Avenue, N.W., Washington, D.C. 20016

Afternoon workshops and lectures will focus on American life and institutions, including a political, historical, and cultural overview. More detailed workshops will feature economics and international business topics of particular relevance to these students. Noncredit lectures will be conducted by faculty selected from The American University School of International Service, School of Government and Public Administration, College of Arts and Sciences, Kogod College of Business Administration, and guest speakers. Lectures will be tailored to accommodate the interests of students of the ORGANIZATION/UNIVERSITY/COLLEGE.

In addition, COUNTRY students will explore the D.C. metropolitan area and neighboring cities by participating in a minimum of four full-day and four half-day outings. A range of experiences will acquaint students with the more traditional political and cultural Washington institutions, and provide an inside view of American business and social activities. This summer's field trips will be similar to the 1985 schedule which included visits to New York City's Wall Street, the Baltimore National Aquarium and Inner Harbor, the Chesapeake Bay, and Washington political and historical landmarks.

In addition, COUNTRY students will be invited to participate in University activities on a formal and informal basis. Joint activities will be planned with other conference groups expected this summer, including Fulbright students and summer seminar participants from across the country. COUNTRY students will have an opportunity to observe regular summer school classes and attend special academic and social events on campus. A full calendar of events will be available to participants.

Coordination

A contact person in the Office of Continuing Education and Conferences will be appointed to coordinate this program, under the supervision of the Director, Continuing Education and Conferences. The Program Coordinator will handle program logistics, accompany students on trips, and respond to student questions and concerns. The Program Coordinator will also act as a liaison to coordinate the academic, social and logistical components of this program.

University staff will also be available in the dormitories.

Housing, Meals, and Facilities

The University will arrange suitable housing for participants in double dormitory rooms. All efforts will be made to address housing concerns voiced by representatives from the ORGANIZATION/UNIVERSITY, in conjunction with the University plan for dorm improvement. COUNTRY students will have full use of University facilities during their stay, including the library and recreational and social facilities. This agreement provides a 14 meal per week contract for each student. Other meals must be purchased either on or off campus, at the student's expense.

Participants and Payment

Participants will be selected by the ORGANIZATION'S Office. NUMBER (#) junior and senior honors students will participate in the 6 week program.

The total program cost is fixed at $_____ for a maximum of # participants plus one chaperone and will not vary with enrollment. The amount of $_____ will be due to The American University, in U.S. dollars, no later than DATE. Payment should be made payable to The American University and sent to OFFICE/LOCATION, The American University, Washington, D.C. 20016.

Budget

The cost per student includes the following:

1) double-room in the dormitory for six weeks

2) 5 breakfasts a week for six weeks

3) a full orientation to the program and the University

4) four full-day and four half-day field trips (minimum)

5) two and one half hours of noncredit English language instruction a day, Monday through Thursday for five weeks

6) noncredit workshops and lectures in American culture, systems, and institutions

7) Program Coordinator and availability of library, recreational and social facilities

8) access to on-campus social and academic activities

Medical and liability insurance is also available for the duration of the program at an approximate rate of $___ per student for $_____ insurance. If health insurance is not provided through the University, the University must approve the plan proposed by the ORGANIZATION'S Office. We would strongly suggest that each participant procure medical coverage if such coverage is not available through the individual's family.

Liability

The University shall not be liable for any loss or damage to property resulting from fire, theft, casualty or any cause, or for personal injuries occurring during the conduct of this program, unless such casualty or personal injuries are caused directly by, or resulting from, the negligence of the University's agents or its employees.

It is understood that The American University will not make travel arrangements to or from the United States or, to or from the airports, for any students. These travel costs are not included in the price quoted by the University. All ticketing will be handled by the ORGANIZATION'S Office.

Please sign and return one copy of this letter of agreement to OFFICE/LOCATION no later than DATE, 1986. This will obligate the ORGANIZATION'S Office to the total program cost of $_____, regardless of enrollment.

We are looking forward to conducting this program and continuing a successful relationship with you.

Sincerely,

NAME
TITLE/OFFICE

Forwarded with the concurrence of The American University:

_____ _____

NAME Date
TITLE

Accepted for ORGANIZATION

_____ _____

Signature Date

_____

Title

SUMMER PROGRAM

PROPOSED PROGRAM COSTS

DATES: _____

	COST FOR # STUDENTS
HOUSING: $___/week (including linens) x 6 weeks=$___/pp	$_____
MEALS: $___/week (5 breakfasts) x 6 weeks=$___/pp (brunch may be purchased on weekends for $__/pp)	$_____
CHAPERONE: housing & meals (optional)	$_____
INSTRUCTIONAL PROGRAM: English Language Training (noncredit), 5 weeks, 2.5 hours/day, 4 days/week, based on one section (the addition of another section or track will increase costs)	$_____
American Culture Lectures (noncredit) and Orientation Program	$_____
PROGRAM COSTS: Includes supplies, materials, project staff, and FICA @ ____%	$_____
FIELD TRIPS: 4 full day	$_____
4 half day	$_____
UNIVERSITY OVERHEAD Includes non-itemized administrative costs	$_____
Total:	$_____
Cost per participant:	$_____

*This is based on __# of students. If fewer than ___ attend, the per participant price can be derived by dividing $_____ by the actual number of participants.

SUMMER PROGRAM
INTERNAL BUDGET, 1986

DATES: _____

INCOME: # PARTICIPANTS @ = $_____

EXPENDITURES:

Housing: $___/week (including linens) x 6 weeks $____/pp	$_____
Meals: $___/week (5 breakfasts) x 6 weeks= $___/pp	$_____
CHAPERONE: housing and meals	$_____
INSTRUCTIONAL SALARIES: ELI Instruction @ $___/hours 2.5 hours/day x 25 days x 1 instructor	$_____
American culture and orientation lectures, 50 hours @ $___/hour	$_____
ADMINISTRATIVE SALARIES: Project Coordinator (@ $__/hour x 35 hrs/wk x 10 wks)	$_____
Secretary (@ $__/hour x 10 weeks x 20 hours/wk)	$_____
FICA @ _____% on $_____	$_____
FIELD TRIPS	$_____
SUPPLIES	$_____
DUPLICATING	$_____
POSTAGE	$_____
TELEPHONE	$_____
Total, direct	$_____
Indirect @ ___% on $_____ (excludes housing & field trips)	$_____
Indirect @ ___% on $_____ (field trips)	$_____
Total	$_____

JOH XUSH NUSHLING
(Again A Person I've Become
in the Athabascan Tolowa Language)

by
Tom Parsons
Humboldt State University

JOH XUSH NUSH-LING (Again a Person I've Become in the Athabascan Tolowa Language) a film narrated in English by American Indian Oscar-winner Will Sampson presents a stark contrast between the last surviving traditional healer-leader of a north coastal California Indian empire--whose language and other cultural distinctions appear to face hopeless extinction--with the traditional spiritual leaders of two neighboring tribes (recently at the same brink of cultural annihilation) whose languages and literatures now are in vigorous popular regeneration largely as the result of a sustained, culturally accommodative state university community development program.

A second film, related in content (university community development among American Indians on their terms) is to be Part I of a Northcoast Indian Series co-sponsored by the California Council for the Humanities and the Center for Community Development of Humboldt State University.

VIDEO PRESENTATION

Presenter:
Paul Edelson
State University of New York at Stony Brook

THE ASCENDANCY OF ASIA: THE PACIFIC COMMUNITY IN THE 21st CENTURY

A joint project of the Smithsonian Resident Associate Program, the Wilson Center Asia Program and the Asia Foundation.

There has been a rapid acceleration of American interest and curiosity about the Pacific Basin in recent years. In large part this is the result of the dramatic increase in U.S. trade with the industrializing nations of Asia but is also related to a renewed interest in China affairs. There has also been a growing political awareness of American ties to Asia, reflected in President Ronald Reagan's creation of the U.S. National Committee for Pacific Economic Cooperation on September 18, 1984.

To widen public dialogue on Pacific Community issues, the Wilson Center Asia Program joined with the Smithsonian Institution's Resident Associate Program and the Asia Foundation to sponsor an eight-part lecture series on "The Ascendancy of Asia: The Pacific Community in the 21st Century" in mid-1985. The series, which brought leading experts from Asia and the U.S. together to discuss the social, economic, political, strategic, and cultural factors in Pacific Basin cooperation, was videotaped and an edited version of 35 minutes was prepared and is available for distribution.

The participants include:

JIRO TOKUYAMA is Executive Director and Dean of the Nomura School of Advanced management and concurrently with the Nomura Research Institute (NRI).

LIE TEK TJENG is currently head of Japanese studies at the University of Indonesia. He is also a lecturer at the National Defense Institute.

K.S. SANDHU, a Malaysian from Johore and born in 1929, received his university education in History, Geography, and Asian Studies at the University of Malaya (B.A. Honours, 1958), University of British Columbia (M.A., 1961), and the University of London (Ph.D., 1965).

NARONGCHAI AKRASANEE, an economist with a Ph.D. from John Hopkins University, holds an appointment at Thammasat University. He has been the head of the Industrial Management Company, a subsidiary of the Industrial Finance Corporation of Thailand (IFCT) and will head the section on trade and investment of the Thailand Development Research Institute (TDRI), a new public policy "think tank."

HAHN-BEEN LEE is professor of leadership studies, Graduate Institute of Peace Studies, Kyung Hee University, Seoul. He also served as director of the Korean Budget Bureau, Vice Minister of Finance, and Deputy Prime Minister and Minister of the Economic Planning Board.

SEAN RANDOLPH, Deputy to Ambassador at Large Richard Fairbanks with responsibility for Pacific Basin affairs.

MARK BORTHWICK, Executive Director of the United States National Committee for Pacific Economic Cooperation.

HANS H. INDORF, Executive Vice President of the United States ASEAN Information Center.

HARRY HARDING, Senior Fellow in the Foreign Policy Studies Program at the Brookings Institution in Washington, D.C.

DONALD K. EMMERSON, Professor of Political Science at the University of Wisconsin, Madison where he directs the Center for Southeast Asian Studies.

LAWRENCE B. KRAUSE, author of Trade and Growth of the Advanced Developing Countries in the Pacific Basin (co-editor with Sontack Hong), Korean Development Institute, 1981; U.S. Economic Policy Toward the Association of Southeast Asian Nations: Meeting the Japanese Challenge, The Brookings Institution, 1982; and the Australian Economy, A View from the North (co-editor with Richard Caves), The Brookings Institution, 1984.

HERBERT ELLISON, Secretary of the Kennan Institute for Advanced Russian Studies, a position he has held for two years on leave from the University of Washington in Seattle where he is professor of Russian history; Woodrow Wilson International Center for Scholars.

F. HAYDN WILLIAMS has served as President of the Asia Foundation since 1946.

OFFICE AUTOMATION WITHOUT TEARS

Presented by:

Donna George, Dean
California State University, Long Beach

Barbara Van Dine, System Manager
California State University, Long Beach

OFFICE AUTOMATION WITHOUT TEARS

University Extension at California State University, Long Beach, enrolls approximately 8,000 students a semester in a variety of credit and non-credit classes, seminars, short courses and conferences. Classes stop and start every day of the week including Saturdays and Sundays and are held both on campus and off.

To maintain this flexibility while increasing workload without increasing personnel, University Extension has designed a unique office computerization system that incorporates the registration, payroll, scheduling and financial aspects of extension. Designed on the concept of an integrated database, this system tracks not only the student enrollments but the monies that go with them. Beginning with the course administrator, the course is created, the room is scheduled, the instructor data is processed, contracts are printed and students are registered with the automatic printing of a confirmation. Financial data is readily available on a daily basis by either course or account number.

GETTING STARTED

Before any office can begin a computerization process they must have a very clear picture of how the office operates. To accomplish this, each staff member in University Extension was required to compile a desk book on their position. This book contained a listing of their duties at their desk on a daily, weekly, monthly and semesterly basis. Additionally, it contained a

step-by-step outline of the procedures at their desk and examples of all forms completed. This process accomplishes two things. First of all, it insures that both you and the staff members have a clear picture of their desk and the duties required. Secondly, it quickly points out overlap between jobs and systems that are not working. It is a waste of time and money to try and automate a system that is not working.

Once the deskbooks were completed, flowcharts were drawn for the four major functions: Course development, room scheduling, registration and payroll. These charts are very helpful when you begin discussions with the programmer and save you much time and money in the long run. How many of us have discovered many hours and dollars later that very few people really understand continuing education? Most often, you are looked at as just another department in the regular University and because of that mind-set, the uninitiated listen to you from the wrong frame of reference. Only after, does the "ah huh" occur for them. In the meantime, you have paid to educate the "Expert".

Next came an analysis of what type of computer system was needed. In U.E.S. we chose to use the Pick operating system. While it is a little-known system, it has many advantages for the type of computer system we were designing. It is relatively low cost, it is very easy to use, it works on the principle of an integrated database which means that all our operations could interact rather than designing four separate programs, and it interfaces easily with other computer systems for the day when we are asked to provide information for the main University's computer. Additionally, it does not require an in-house DP person be added to the staff. Once we decided on the operating system, we merely bid on the size of computer we needed. The operation U.E.S. supports runs on a mini-computer with 30 Megabytes of hard disk, a tape drive,

20 Wyse-50 terminals, a high-speed printer for reports, a point-of-sale printer for receipt generation and a modem. (See Attachment A)

SOFTWARE DEVELOPMENT

The next step was to contract with an outside company to program our system. We chose someone who specializes in the Pick operating system and began a series of meetings with the staff to familiarize this individual with our operation. One of the requirements of the programmer was to spend time in the U.E.S. office reviewing systems books and flow charts in order to understand how all the systems operate.

The following is a brief overview of the main modules in the U.E.S. system: (See Attachment B)

COURSE MODULE

This module handles the initiation of the class, the scheduling of the instructor, the scheduling of the room and any audio-visual equipment that is required. A weekly room-opening list is generated for public safety, audio-visual lists are produced and course rosters are created. This module handles off-campus as well as on-campus rooms.

STUDENT MODULE

The student module is the heart of the system, since it is where registration takes place. All registration is done on-line to insure that there is always an accurate count of enrollments. From this module receipts are generated as well as grade rosters, grade mailers and a daily enrollment report.

INSTRUCTOR MODULE

The instructor module handles all areas related to payroll. Since the system is designed around the concept of an integrated database, the student file is constantly updating the instructor file so that enrollments are always current for instructor pay. Instructor personal and course data is kept here and contracts are generated as well as pay vouchers. When pay amounts are entered at this point, they are automatically posted to the financial file.

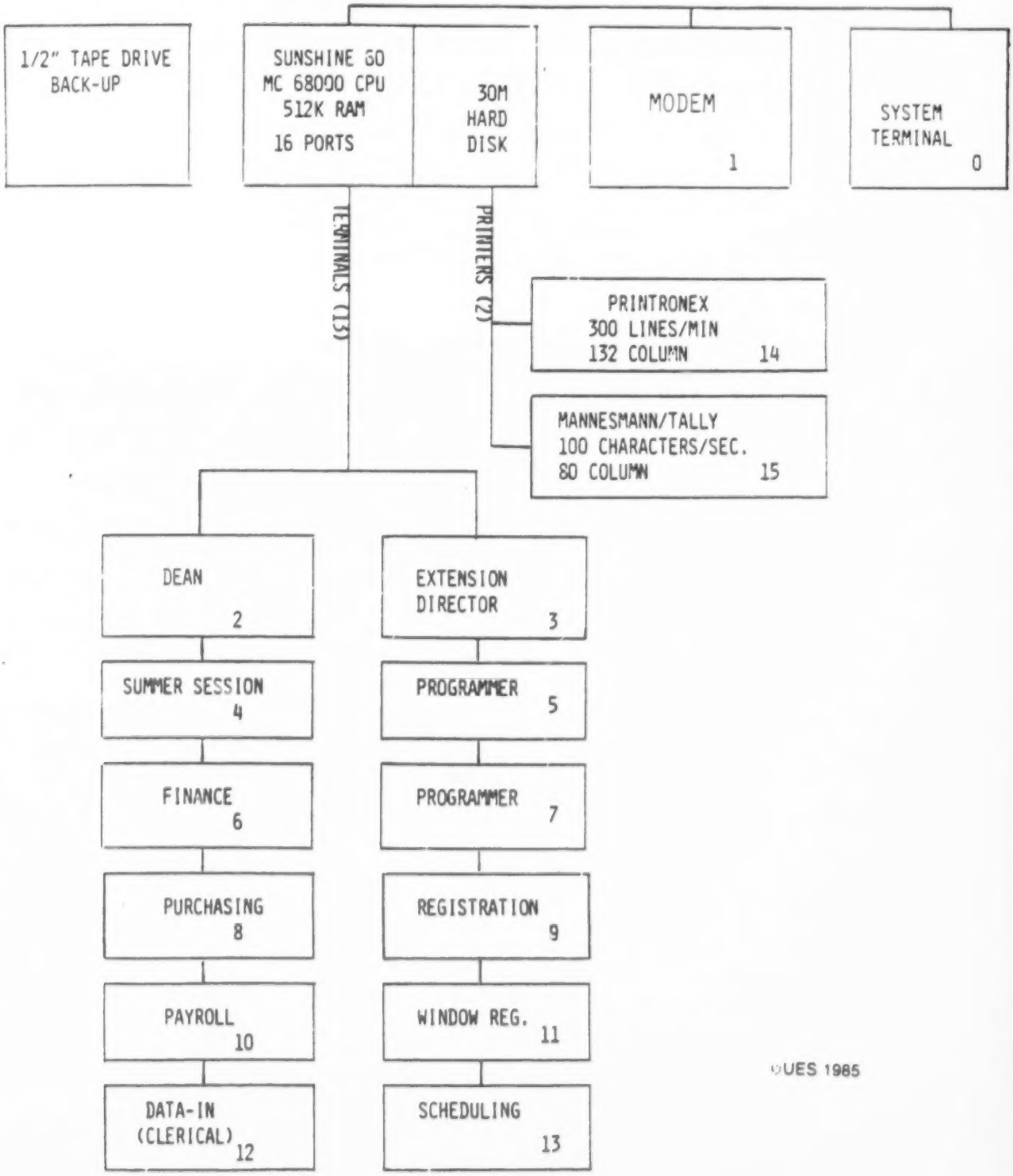
FINANCIAL MODULE

The bottom line is the main concern of any CE function. Many times it is inaccurate due to late and erroneous reports from the campus business office. Therefore, it is crucial to have up-to-date financial figures to do accurate planning. Enrollment revenues and instructor expenses are calculated as they are incurred. Other expenditures are entered in this module. Overhead is calculated on every course. This overhead can be broken down to include office expenses, Chancellor office expenses and assessments levied by the state. Numerous reports are available from this module including summary reports by course and account number, expense reports by course and account number, with expense details and individual course budget reports. One of [redacted] features of the Pick operating system is that with minimal training you can develop an endless number of customized reports to meet the ever-changing needs of a continuing education department.

This registration system, which is currently being marketed by the developer, has many unique features which are crucial to the CE operation. But, most

importantly, it was developed by individuals in continuing education who really understand how the operation works, what the important needs are, and how data should be displayed.

CSULB
UES
HARDWARE CONFIGURATION



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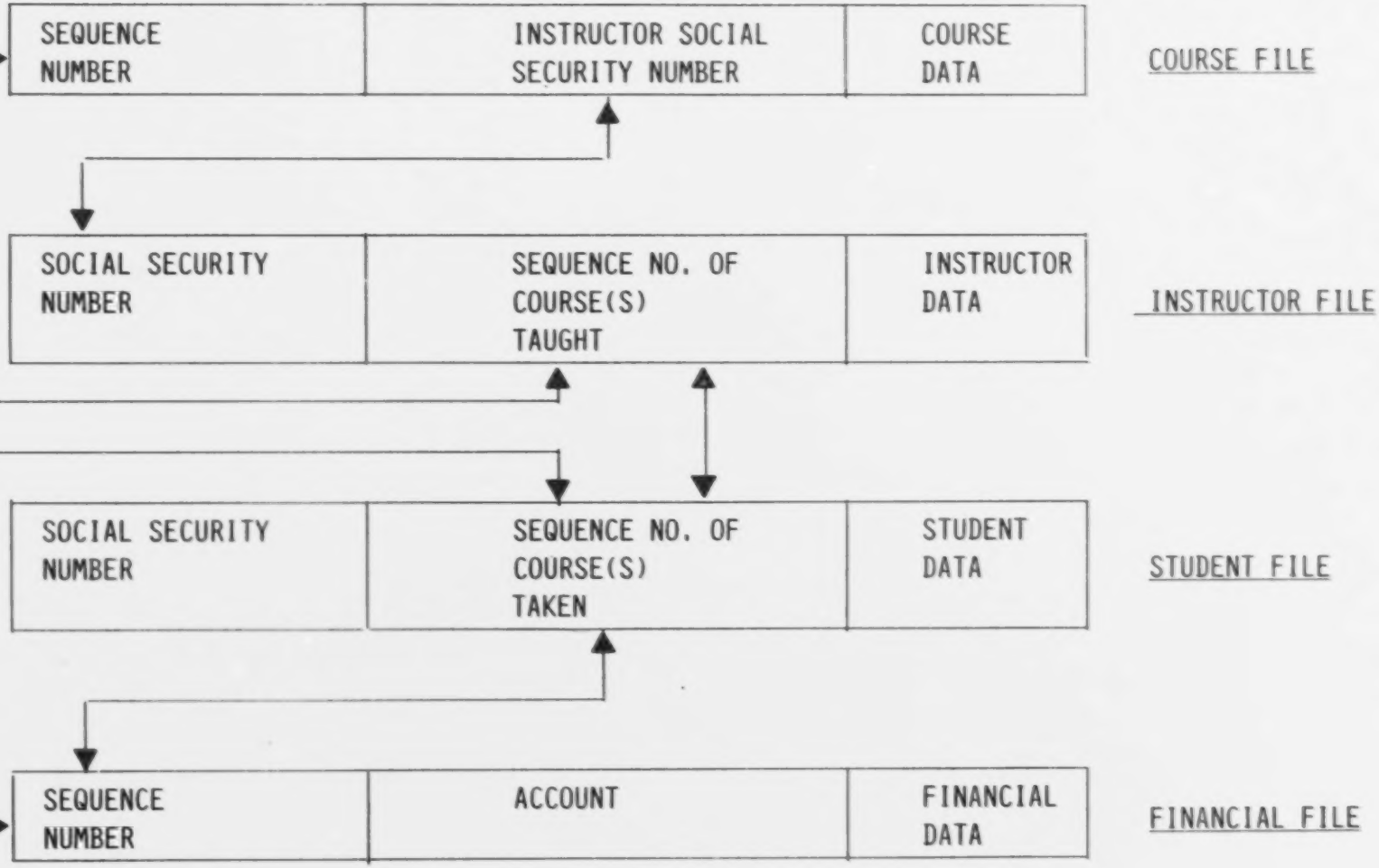
UNIVERSITY EXTENSION -- RELATIONAL DATABASE FILE STRUCTURE



ATTACHMENT B

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MEGA MARKETING: IMPLICATIONS FOR THE PACIFIC RIM

by
Jim Carruthers
University of California, San Diego

OVERVIEW

Futurists and economic forecasters have characterized the next century as the Pacific Century, because it is believed an increasing share of the world's gross national product will originate from that part of the world.

The Pacific Rim will present to marketers new challenges and obstacles. The concept of megamarketing may help marketers meet these challenges - and succeed.

When it comes to large scale marketing problems, and clearly the Pacific Rim meets this test, successful marketing increasingly becomes a political exercise. Marketers, especially those concerned with education which typically is characterized by high entry barriers, should consider adding two additional elements to the traditional four Ps of marketing strategy (product, price, place and promotion) those of power and public relations. Such additions make the concept of MEGAMARKETING.

It is particularly crucial to those of us marketing intangible products, educational goods and services, to understand these key strategic concepts as we approach entering markets in the Pacific Rim.

Megamarketing takes an enlarged view of the skills and resources needed to enter and operate in certain markets.

Marketing - plain and simple - is the task of arranging need-satisfying and profitable offers to target buyers.

It can be demonstrated that marketers working on behalf of institutions that wish to operate in certain markets - must master the art of supplying benefits to parties other than target consumers. This concept goes beyond the need to service normal intermediaries such as agents, distributors and dealers. These dominant third parties - significant interest groups, sectors of government etc. - which can effectively block entry to a market - must be considered as they continue to grow in importance.

Megamarketing - in addition to preparing attractive offers for customers - takes the position that additional inducement or sanctions are needed to gain the desired responses from controlling influences. In other words, high consideration for the non-customer must be recognized. Megamarketing, as Kotler defines it, is the strategically coordinated application of economic, psychological, political, and public relations skills, to gain the cooperation of groups to enter and/or operate in a given market.

MEGAMARKETING VS. MARKETING

To evaluate the potential of megamarketing, a comparison of marketing vs. megamarketing may be helpful.

MARKETING OBJECTIVE: In a classic marketing scenario for educational marketers, a market already exists for a given course or program. Consumers understand this concept and choose from the institutions or providers who present themselves. We enter a market, define a customer group, design a course or program, and set up a marketing program.

On the other hand, megamarketers face the problem of first gaining market access. If the educational product or service is new, they also must be skilled in creating or altering demand. This requires more skill than simply meeting an existing demand or gaining more "share" of a market.

INVOLVEMENT OF ADDITIONAL ELEMENTS: Typically we as educational marketers deal with several elements: customers, programmers, market research firms and others. Megamarketing suggests even more parties: government agencies, political entities, public interest groups, among others. Megamarketing creates and tackles multi-element marketing problems.

MARKETING TOOLS: In addition to the normal tools of marketing (the four Ps) two other key elements are added: power and public relations.

1. Power The megamarketer must often win the support of influential educational or industry officials, political influentials, and government bureaucrats to enter and operate in a target market.

   Introducing a new educational product for example, the training of research personnel in the technical languages aspects of the gene splicing industry, would probably have to gain the approval of the country's ministry of health.

   We must identify the people who are the gatekeeprs and determine the proper mix of incentives to offer. Strategies must be in place to anticipate under what circumstances the gatekeepers will acquiesce. What inducements can be offered? Is the gatekeeper seeking an ego related reward, power, place etc.? Is the trade off (in this case for example) cooperative programs between countries (trading scholars) or are other incentives/payoffs involved. i.e. travel, or entertainment to enhance a fact finding or official visit.

   The message is the megamarketer must have sophisticated lobbying and negotiating skills in order to achieve the desired response, without giving away the farm.

2. Public Relations Given the above, power becomes a push

strategy, public relations is a pull strategy. Public opinion (even on a limited basis in a small group of decision makers) when energized can help pull the institution into the market. Power alone may not keep an entity positioned in a market. If, after entering a market, a provider violates the norms of a community's beliefs or value structure they are doomed. Playing the role of a good citizen is important if long-term gains are to be acquired. Education marketers in particular need to pay attention to the value of offering additional inducements, benefits etc., when acting as a provider of educational services.

TYPE OF INDUCEMENTS: Typically marketers work on a quid-pro-quo basis or voluntary exchange principle: each party should offer sufficient and relatively equal benefits to the other - so that voluntary exchanges occur.

Megamarketers, however, often find that conventional inducements are insufficient. The other party knowing that entry is critical may demand more than is reasonable. In the initial stages such unevenness must be anticipated. Positive inducements rather than negative are held "better" in the long run. Negative inducements may produce resentment that can ultimately undo any gains previously held by the marketer.

TIME FRAME: We generally accept that a new introduction of an educational product takes a relatively short time (6-10 months). Megamarketing must anticipate the education first of the target market (part of whom may be gatekeeprs) in addition to the education of the public they serve (8-18 months).

INVESTMENT COST: Megamarketing assumes an extended effort over time. Hence higher costs must be anticipated.

PERSONNEL INVOLVED: Marketing educational products usually starts with the product manager (programmer) who draws on the services of market researchers, advertising/copy specialists, and other professionals.

Megamarketing may require additional skilled personnel. Lawyers, public relations counsel, cultural specialists. Planning and implementation teams may be necessary.

New skills are required, but marketing professionals do not necessarily need special training in the additional skills. Perhaps, a basic understanding of the broadened view one must take, coupled with strong coordinative skills, are sufficient to achieve desired results.

MARKETING AND MEGAMARKETING CONTRASTED

	MARKETING	MEGAMARKETING
Marketing objective	satisfaction of consumer demand	access gaining to satisfy consumer demand or altering consumer demand
Parties	consumers, progamers, distributors marketing elements.	normal parties, plus government special segments of public, special agencies
Marketing Tools	market research, development, pricing, distribution, planning promotion.	normal tools plus the use of power & public realtions
Type of Inducement	positive and official inducements	positive (official & unofficial) negative inducements
Time Frame	short	longer
Investment Cost	low	much higher
Personnel Involved	marketers	marketers, related officials, lawyers public relations/public affairs

The politics of marketing is something that marketers tend to shy away from. Their training has taught them that value, not power, wins in the marketplace. It is clear that the knowledge of power must be incorporated into marketing strategies when viewing Pacific Rim countries, which here to fore have been viewed as protected markets.

Marketing, like it or not, increasingly relies on the art of managing power. Power simply defined is the ability of one party (x) to get party (y) to do something they might not of otherwise done.

IMPLICATIONS OF MEGAMARKETING: Megamarketing has the potential of broadening the dimensions of marketer's skills in three ways:

1. Expanding the multiparty marketing concept. Market research should have an anlysis of how to create preference and satisfaction in target buyers. The marketing of intangible products (educational products) has the potential of additional implications of second and third parties to the transaction blocking the path to the target audience.

   Consequently marketers must be aware and study the obstacles these parties create, and structure counter strategies for gaining support, to at least neutralize their opposition. An example of this concept comes to mind when we as educational marketers wish to gain market entry into a service area which would generally be considered that of a sister educational institution. The marketing strategy must consider other parties, i.e. colleagues and short and long term relations with institutions, beyond the limited notion of satisfying the buyer.

2. We must do some boundary-spanning of traditionally defined environmental factors. Here-to-fore we have accepted certain parts of the business environment as beyond our control. Megamarketers should argue that some traditionally understood factors in the marketplace can be changed through lobbying, negotiation, specialized issue advertising, public relations and strategy partnerships.

3. We must better understand the notion of how markets work. Our training has taught us that demand creates a balancing level of supply. We base marketing decisions on the notion that when a market is discovered, we rush in to satisfy that need. With foreign competition, it can be demonstrated that with comparable offers, even superior offers to those of home base units do not always win. The fact remains certain markets may be artificially blocked. A classic example of how this notion works is the Unitary Tax Law, which the state of California relied upon for many years, which disfavored foreign companies to produce goods in California--an artificial barrier, which only recently was removed. The Japanese companies affected were very patient, but held fast on further significant industrial development

until this law was reversed. They eventually succeeded in neutralizing the Unitary Tax with the strong help of influential second parties (Chambers of commerce.).

The concept of megamarketing may make some marketers uncomfortable. Megamarketing impinges on the territory of some non-marketing executives, and thrusts marketers into circumstances of using power to achieve desired end. Such arenas have not been the place of marketers.

The consequence of megamarketing is a long haul approach. It is best used when large scale long term projects are on the horizon. The Pacific Rim, and how educational products are marketed West to East should consider the concepts of megamarketing. We in the West have been subjected to it as the Pacific Rim, (specifically Japan) has used such strategies to capture and dominate certain commercial markets. The question is what can be learned as we go about marketing educational products, using similar notions.

CASE STUDY
Regional U. and the Taiwan Connection

Regional University, a provider of continuing education on the West Coast wishes to expand its market to Taiwan. Several visits from officials of Regional U. have produced market research which indicates the following:

- continuing education for Taiwanese professionals is a relatively new concept. It has two significant advantages over the traditional locked stepped route to sources of higher education in Taiwan: 1) it is less time consuming and 2) has immediate benefit to the consumer in their daily professional life.

As Regional University sets out to market its product it faces the following obstacles.

1. It must develop an awareness campaign to change the thinking of Taiwanese professionals about their educational habits, and convince the consumer that there are advantages both educationally and professionally (advancement) to non-matriculated learning.

2. The University Professors Union opposes the notion of continuing education because it threatens their security of employment.

3. Administrators of private universities in Taiwan oppose professional continuing education because it competes with their market share.

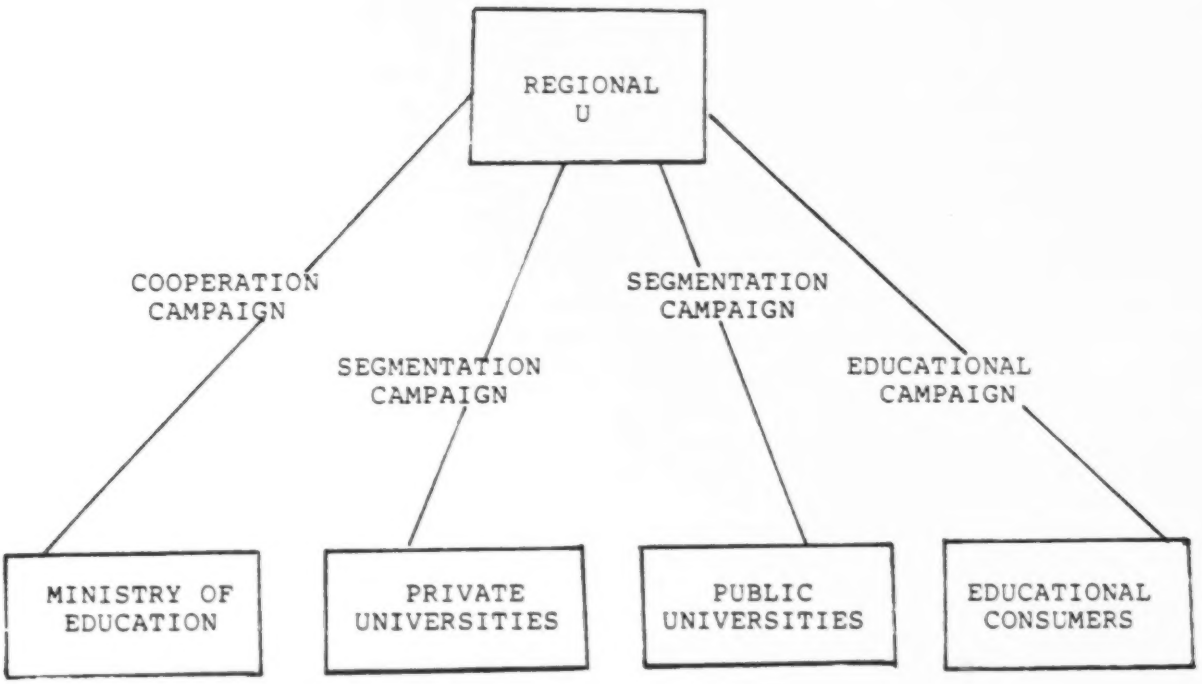
4. Several large public universities in Taiwan, who would act as host institutions oppose professional continuing education because of pressure from concerned interest groups (professors union and private institutional colleges).

5. The Taiwanese Ministry of Education is luke-warm to the whole notion, indicating they will hold judgement until they monitor end user acceptance of professional continuing education before they officially approve Regional U. as a provider.

Regional U. and the Taiwan Connection

CASE STUDY SCENARIO

One course of action



Regional U. must develop customized strategies for each barrier, as noted above based on the concepts of megamarketing.

It is assumed the Taiwanese market must be large enough to initiate a megamarketing strategy. Sophisticated cultural, political and public relations skills, as well as normal marketing tools are utilized to educate, seduce, convert, and eventually convince a variety of consumers.

"EXPLORING TRIPS": Science and Culture in Non-Traditional Settings

by
Susan Thompson
Division of Continuing Education
University of Nevada, Las Vegas

"Exploring Trips" is a series of programs offered by the Division of Continuing Education at the University of Nevada, Las Vegas. These one-day programs are designed to teach the social and natural sciences in field settings under informal conditions. The instructors' lectures are generally impromptu and are a direct response to the locations visited. Questions from participants often create the most consistent form of instructional stimulus.

The instructors come from various backgrounds and are chosen for both their knowledge of a specific area and their expertise with regard to the type of environment to be studied. Most "Exploring Trips" are led by a geologist, biologist, (botanist or zoologist), and an archaeologist or historian. This diverse leadership brings an interdisciplinary approach to teaching that is rarely found in any formal educational setting. One example, Christmas Tree Pass, a location in the Newberry Mountains south of Las Vegas, combines the study of a spectacular granitic batholith, varied vegetation zones, and several archaeological sites with pictographs and petroglyphs. This environment is discussed in terms of both specific disciplines and their inter-related aspects.

Faculty and graduate students are the primary source of instructors; however, local professionals provide a significant pool of expert teachers as well. Some trips are enhanced by participation from laymen who are used as teaching assistants in discussions of their own lives and family history in an area. Long-time residents are like living ethnographic texts, and when combined with trained scientists the interaction can provide a dynamic learning experience. Mining towns long past their heyday receive new life when visited in the company of an eighty-year resident whose own mines are included in the days' exploration.

"Exploring Trips: fall into several categories. The predominant format is one day of backcountry travel in three

university vehicles to a variety of sites surrounding a specific highlight destination. These programs may focus on a range of mountains, a historic town, an archaeological site, or an environmental habitat unique in many ways. Bird watching, photography, mine tours, and other specialty trips are also offered. Walking tours, including a tour of the botanical landscape of the university, are popular. Many classroom courses in our natural science program also include a field trip. For example, the fossils course outing is taken midway through the lecture series to insure time for classroom cataloging of the collected specimens. Weekend trips are available to well known areas such as Zion National Park, rather than to remote sites. Overnight camping trips have not been popular in the past, leading us to offer weekend trips that include hotel accommodations.

"Exploring Trips" are taught in an atmosphere of friendly exchange. The instructors also serve as drivers and are expected to discuss their subject with the group in transit as well as during stops to study specific locations.

Participants are able to move from one vehicle to another and often choose to ride with the instructor who is conversant in the subject that is of most interest to them. Teaching in these classes is based on traditional concepts that date back to Aristotle and probably even to earlier times. Peripatetic followers were moving and learning long before learning theories were written. In the late 19th century the Chautauqua Movement used the outdoors as a backdrop for instruction. In 1961, Houle's The Inquiring Mind listed three major learning orientations which include: "a) goal-oriented individuals -- those using education to accomplish clearcut tasks, b) activity-oriented individuals -- those taking part because they find fulfillment in the social aspects of the activity, and c) learning-oriented individuals -- those seeking knowledge for knowledge's sake."(1) Steven Graham sites other, more recent evaluations of learning orientations but believes that "Houle's three general categories are essentially consistent with the more contemporary works."(2) The "Exploring Trips" program fills the desires of all three categories in a variety of ways.

These programs are frequented by people of diverse backgrounds. Senior citizens, who may not normally take four-wheel drive trips, make up a significant portion of the enrollees. Public school teachers are another group who take advantage of this program. Although most trips include short hikes, these courses are designed to accommodate adults of even limited physical ability.

Newcomers to the community and the university who are interested in learning about the surrounding area also enroll.

These trips serve a vital function in the process of acculturation of the newcomer to the natural and cultural environment, and help to reduce the barriers that are often perceived as a threat of the unknown physical world. Tourists and participants in conventions or seminars can be targeted to give them an opportunity to enrich their knowledge of the deserts and mountains surrounding Las Vegas.

The students are enticed to see the environment as a dynamic system that can be understood through the use of basic scientific principals. The geologic principals, or botanical "key system" are fundamental tools that can be used for a lifetime of outdoor learning experiences. The program attempts to instill environmental respect, to emphasize outdoorsmanship, and to underscore the significance of our cultural heritage. Archaeological sites are both popular and productive locations for discussions of personal responsibility in the protection of our resources. As one active participant told me, "I have lived here for over thirty years and never really saw the desert until I began taking these classes."

The instructor is a tool in the students' quest of learning how-to-learn, and how to see. Instructors are facilitators, guides to learning, and co-learners in the field with the other students. It is common to see a professor of geology taking notes during a botany lecture, or an archaeologist with a tape recorder following close behind the "old timer" who is recounting his childhood memories.

Each year new courses are added to the curriculum. Since the programs inception, trends in themes from railroading to ghost towns have come and gone, but the trips that seem to maintain popularity are the simple backroad travel courses to pristine, undeveloped landscapes.

In summary, the educational goal of the program is process education; experiential learning. The role of the program is to reach those individuals whose curiosity is stimulated, to touch those who want recreation with an added sense of understanding, or to open up an unknown world to those whose urban background may have built a barrier between the inner-city and the natural world.

These programs are especially adaptable to Pacific Rim areas whose natural resources are of intimate importance to their continued growth and survival. Important environmental issues can be addressed in these courses since they are taught in the context of locally available resources and must therefore touch on the interaction between the community involved and the environment being studied. Considering the influx of Americans being relocated to Pacific Rim settings, and people from other countries moving to the United States, "Exploring Trips" do seem an appropriate introduction to a new culture and environment.

Notes: Variations on the Theme of Exploring Trips

1) Parents-With-Children trips are a series of courses which encourage family participation and are an opportunity for single parents, grandparents, or other adult role models to have a "special outing" with a child. Though adults without children are welcome to enroll, the title gives them warning that unlike the standard exploring programs, children will be present. Instructors present the learning experience to both age groups in these courses.

2) Hands-on study programs are being developed to extend the "Exploring" series. These courses will offer field research experience under the direction of trained scientists. The programs will include archaeological, paleontological, and historical site excavation under the auspices of established field programs. Botanical, zoological, and ethnographic programs are also in the planning stages. These courses attempt to give the students a taste of the scientific work involved in research compilation.

3) Extended travel programs draw participants from the one-day classes as they are introduced to the style of instruction that occurs in travel settings. Many of our "Exploring Trips" instructors also lead international programs.

4) Courses on local issues, such as our tour of the Nevada Nuclear Test Site can also increase community awareness and foster involvement. This particular class allows access to a controlled area that is not open to the public without organized representation.

Example of an "Exploring Trip " course description:

DEVIL'S HOLE-ASH MEADOWS

Thousands of years have passed since humans first used the beautiful Ash Meadows valley, a wildlife haven diverse and unique. On this trip, you will visit ponds, marshes, and warm springs which support 30 species of plant and animal life found no-where else on earth, and which provide a major stopover for migratory birds.

You will also observe Devil's Hole, a narrow opening to water-filled caverns of unknown depth, which house one of the area's three endangered species of pupfish. First-hand awareness of Ash Meadow's many endangered species of plants and animals will help you appreciate the delicate balance of nature, which seems more fragile than ever here. We will discuss the biology, geology, and human history of this beautiful valley as we travel to a variety of interesting habitats.

Saturday 8:00am - 5:00pm November 15, 1986.

REFERENCES

(1) Graham, Steven. "Factors Related to Involvement in Continuing Education among Post-Bacculaureate Degree Adults," Continum, The Journal of the National University Continuing Education Association, Spring, 1986, Vol. 50 No. 2, pp. 93.

(2) Ibid.

TRAVEL IN THE PACIFIC RIM: THE FAR EAST AND THE NOT-SO-FAR EAST

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I have been asked to talk on planning educational tours in the Pacific Rim. This is no minor task. The Pacific Rim is vast, and, to greatly oversimplify, the north and the south are quite different from each other. Each area has different touring pleasures, problems and selling points. Each has superb destinations for a wide variety of educational groups and formats.

The northern hemisphere of the Pacific Rim is exotic--and then gets more exotic: China, Japan Korea, Malayasia, Thailand, Indonesia. Major destinations in the southern hemisphere-- Australia and New Zealand--are down home, with quaint animals and a little bit of England thrown in for good measure. There are exotic areas here too: Papua New Guinea, the South Seas islands (Fiji, Tonga, Samoa, Tahiti). And while "Pacific Rim" is a catchword these days for the Asian side of the ocean, Latin America, Canada, Alaska, Hawaii itself and even the Soviet Union are all part of the Pacific Rim too. Fine tours can be done of Ecuador and the Galapagos Islands, Patagonia, NW Indian cultures, Mexican folk arts, and Costa Rican jungles although I won't touch on them further in this talk.

Educational tours are major undertakings. They are very complex. While they are fulfilling and can be lucrative, they have their perils. They need at least a year's lead time; the upfront costs can be high; norefundable deposits are usually required. You are dealing with a very competitive industry; the logistics and details are numerous; lots of promotion will be needed. As if this weren't enough, international political situations and currency fluctuations will make you cringe--and once the group is on its way, you have no control over what happens. Travel programs require a lot of time, careful planning and faith.

What are educational tours? Educational tours are planned travel programs led by a specialist that combine an indepth look at other places and cultures with the pleasures of a vacation abroad. The combination that emerges from having a scholar leading a group of intellectually curious adults to a well focused area is what will differentiate an educational tour from an ordinary commercial tour.

We will take as a given that your institution supports educational tours. There are concerns of liability, image

and credit that your institution must feel comfortable with. (U.W. does not grant credit for simply participating in a tour. Perhaps one person every year requests credit and we arrange with the professor leading the tour to quantify the learning through an independent study project.)

As you set up a tour, you as the planner need to answer the same questions you ask for every program you do: Who wants it? Is is feasible to do? What will the costs be? Can the audience afford it? You will have to decide on the audience, choose a destination, find a suitable tour leader, develop an itinerary, find a compatible travel agent or tour operator to handle the logistics, budget and promote. Let's take each of these aspects separately and apply them to Pacific Rim travel.

I. The audience

Each of us has our own audience. Build your travel program around your market, stick with who you are. Solid educational tours can be developed for general audiences or for specialized groups--librarians, teachers, bird watchers, watercolor painters. Will this audience want credit, CEUs, or not care? What are the best dates for the group and your leader? What can they afford?

II. Destination

The Pacific Rim is still unknown to most people and even well traveled adults will likely want a "broad brush" itinerary. However, specialized trips (ex: content areas for teachers in Japan or Australia, acupuncture for doctors in Beijing) are also possibilities. Consider the weather at your destination. When it is winter in Salt Lake City, it's summer in Australia, and the monsoon season anywhere is no fun at all. Are touring services well organized or disorganized there? This will make a difference in your planning and implementation.

III. Tour leader

The faculty leader is your most important asset, so choose carefully. The leader must be a good teacher and have the right personality for extended interaction with adult students. Your leader sets the tone and dynamics of the tour and provides the depth of knowledge about the area. He/she may have colleagues who can guest lecture at the destination, and it is your leader who prevents, for example, local guides in China from turning the tour into a shopping spree. It is preferable to recruit from your faculty to maintain the connection with your institution. How much will you expect your leader to do? Will he do all the lecturing or share time with local guides? If he is alone, he will have to handle hotel, transportation and

other logistics and participants' problems, as well as lecture. This can be difficult. Compensation varies widely too. At U.W., we cover the leader's tour expenses and airfare (these are generally provided free as part of the tour package), plus a stipend and the option to stay on abroad after the tour. I know of schools that consider the trip itself as enough compensation, but your professor will be working 24 hours a day for the duration; it's not a vacation for him and compensation is needed.

IV. Itinerary

Some itineraries will cover a narrow area, others will be quite broad. In general, try to spend several nights in one place and take day trips rather than changing hotels every day. Keep up a good daily pace but know that it takes longer to get a group on and off a bus than you think it will. Itineraries can vary from excellent prepackaged tours that you buy outright to programs you design yourself. While at U.W. we design most of our own itineraries, for China we have had the best results with prepackaged tours. Full itinerary planning is complex and requires detailed and precise descriptions of what you want since the price will be based on exactly what you've asked for. Changes will add to the price. You can also present your general ideas to packagers and let them plan an itinerary for you. This step of the process includes decisions on the level of services (first or tourist class hotels, how many meals), the specific sites, etc.

V. Logistics

Who will handle the logistics? Don't try to do it yourself. There are too many variables and details, and the destination is too far away. My advice is to find a travel agent who understands educational travel or look into specialized tour operators. Tour operators (also called packagers or wholesalers) are a behind-the-scenes industry that sells preplanned packages and puts together specialty tours. They can work for you directly or through a travel agent. While agents need to earn an income too, I've seen schools that earned money for the agent and not for themselves. Shop around, and don't be talked into an inappropriate program. (A week on the beach in Fiji with "optional" walks/talks is NOT a study tour on Fiji flora and fauna.) Read your contract carefully; you will be held to some very specific contractual obligations. Nonrefundable deposits--sometimes quite large--are generally required, and refund policies can be quite stringent. The cheapest quote is not always the best. Be sure there is some quality and that the company you decide to work with feels right to you. Have everything in writing.

VI. Promotion

Travel is a big-ticket item. People need lots of information, well in advance, to be convinced to spend $2000-$3000. Use your C.E. bulletin to spread the word broadly and send brochures to only a targeted group. Ads in selected media, preview talks and travel-related courses can all help your promotion and build a tour audience. At U.W., we publish our tour catalog in October for all the following year's tours. "Armchair travel" courses are a good way to develop travel awareness too.

VII. Liability

Who is responsible if anything goes wrong? Aside from the serious questions of terrorism and deciding whether to go to certain countries at all these days, you should discuss general liability with your institution's attorney. While the packagers and transport companies have insurance to cover their participation, there will be grey areas; there will be people who claim the problem goes back to you; and as we know, some people sue regardless of who is responsible. U.W. requires all participants to sign a statement of assumed risk as part of their registration form, and we inform participants about trip cancellation and flight insurance. All our liability statements have been reviewed by U.W.'s risk management attorney. While we have never been sued, this still remains a concern.

Do think carefully about where you send a group. Keep up on the news, and don't accept some packager's (or professor's) assurance that everything is "all right" in a country having a civil war. And while they are rare, last-minute upsets can happen: most tours to the Soviet Union had to be cancelled right after Chernobyl; many people dropped out of Japan tours when the yen rose last Autumn causing major increases in prices.

THE PACIFIC RIM

Pacific Rim countries evoke wonderful images--the mysterious Orient, the romantic South Seas. The Pacific Rim has several fairly distinct areas: the Orient (China, Japan, Korea, Taiwan, Hong Kong), Southeast Asia (Thailand, Indonesia, Malaysia, Sri Lanka, the Philippines), the "Western" countries of Australia and New Zealand, and the immense Micronesia and Melanesia regions. On the other side of the rim there is the western coast of South America and places like Easter Island.

Most people travel to China and Japan for the cultural aspects, the arts, the exotic atmosphere. For a number of years, China travel was the hottest item around. China had just opened up to Americans, and there was a huge backlog of people who had traveled every place else and now they could

finally see China. This initial rush has died down, but there are still people who want to go there on a quality educational tour. China is constantly fascinating, with a long history and somewhat bewildering present. It is also a very large country and the places people want to see are quite far apart. Tours to China are comprehensive. They are also expensive; you can find bargain tours but I wouldn't advise them. I would suggest using a preplanned program unless you have a very flexible group. While the Chinese tourism capability becomes more sophisticated every year (and things do change quickly there), as soon as you deviate from a well defined path, problems can crop up--being bumped from flights, itineraries being revised in mid trip. The Chinese try to show you everything of their heritage and current system, and you will be on the go all the time. Hotels are of uneven quality and your group may find itself in a new hotel in one city and an old Russian bunker in the next. (The new hotels are not necessarily better, by the way.) It's important to emphasize to your group before the trip begins that one has to be flexible when traveling in China. It's not like the rest of the world, and that should be why people want to go there. It is the world's greatest education to see a society making such massive changes, and then more changes, and coping with an unwieldly population. The Chinese are outgoing, friendly, and informal. And remember that Hong Kong, also a wonderful destination, is not China yet. It is an independent state, as is Taiwan.

Japan is culturally quite different from China. It is a unique country with enough of a Western overlay to fool you into thinking it is Westernized. The people are formal and follow an elaborate protocol system which includes being considerate of foreign guests. The Japanese pride themselves on being precise. Your tour there will be handled professionally and precisely; the buses and trains will not break down, everything is clean and neat. You can plan any sort of tour to Japan and know you will get what you asked for. Right now, however, the yen is so high that Japan has become priced out of the market for many of us. I suspect more budget level tours will surface soon. As for what you can see, Japan's exquisite temples, gardens, castles and arts are its traditional highlights, but you can also plan industrial tours that visit robot-equipped factories, pilgrimages to the 88 Buddhist temples on Shikoku, or hot springs circuits. Japan is a very beautiful country and scenically it will always be a delight. But your group will get tired of noodles and tempura and the crowds of people. They will grumble about the smaller sized chairs and buses. "Exotic" may become a bit too much after a while for some.

Australia and New Zealand provide another type of experience. Both countries are easy places to visit, much

like home yet different, and full of wonderful sights. The people speak English, and share the same values and basic culture as Americans. Both New Zealand and Australia offer excellent prospects for outdoor and natural history tours, with enough big city life, and fascinating ancient cultures to make for excellent well rounded programs. However, they are very far away and you lose a day going over in addition to your long flights. Be prepared for jet lag the first few days.

Micronesia, Melanesia, Thailand, Indonesia, Singapore, etc., are all less traveled and lesser known destinations. They will appeal to well traveled persons and are well worth doing if you have the right clientele. The combination of many cultures, beautiful nature and wildlife, remoteness, brilliant arts and gracious peoples makes each of these most distant regions worth considering.

For any destination, familiarize yourself with the area--read books and guidebooks, look at tour catalogs, and talk to appropriate faculty for their ideas. Find a local travel agent who is a good "fit" for you, and look into tour wholesalers. You probably already receive prospectuses in the mail from some companies. Compare the bids you receive and ask questions. This will be a lot of work but the rewards can be great.